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ABSTRACT

A survey was conducted of the 1973 career program graduates of seven participating community colleges of the City University of New York and was compared to a previous study of 1966 graduates. Two questionnaire mailings and a telephone follow-up yielded a 28.5% (N=4,379) response rate. Results are presented in the following areas: age, sex, college major, and educational background of the graduates; employment attainment, salary, and career progress after graduation; educational attainment after graduation; and program evaluation and satisfaction with the importance of the associate degree and with course emphases in relation to job development. Findings include the following: demographically, the 1973 graduate was older than the 1966 graduate (25-30 compared to 20-24 years of age) and more likely to be female; annual salary five years after graduation was higher for the 1973 than the 1966 graduates; in general, graduates were satisfied with the training they received and the majority continued their education at a four-year college; students commented on difficulties in transferring credits and the need for more hands-on experience, a higher-level degree to compete in the job market, and an easing of the transition to a four-year college. The questionnaire and supplementary tables are appended. (MB)

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# 1973 CAREER GRADUATES: A PROFILE OF CUNY COMMUNITY COLLEGE STUDENTS

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in cooperation with the
Grants Administration Unit
The New York State Education Department
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## FOREWORD

Assumptions regarding the effect of any educational endeavor remain only that--assumptions--unless evidence is produced to sustain or refute the achievement of objectives. Longitudinal studies of graduates of educational institutions are among the techniques used to determine the outcomes of the educational process. They can, if structured appropriately, tell much about the process as well. Data regarding such items as entry-level employment and starting salary levels, or positions held after a given number of years, could, if fed back to educational institutions, provide gleanings about educational modifications necessary or desirable.

As a followup of studies conducted by CUNY in 1973 and 1974, the Institute for Research and Development in Occupational Education (IRDOE) undertook to survey the 1973 Career Program Graduates of CUNY community colleges. Obviously, the task of directing survey questionnaires to 5,000 potential respondents five years after graduation posed many problems. But followup of non-respondents by mail and telephone yielded very satisfactory results, and the data accumulated serve to reflect, most adequately, the total population.

The result of the effort is encompassed in the following report. It is expected that the data, together with the accompanying interpretations and conclusions, will serve community college personnel throughout the State to better assess their programs and delivery systems. Readers are invited to share their experiences and data with IRDOE, as well as critique this report.

Lee Cohen, Ph.D.
Director, IRDOE

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Many people have helped us with this project, made possible by the Grants Administration Unit of the New York State Education Department.

Without the interest of the presidents and administrators of the City University of New York (CUNY) community colleges--Borough of Manhattan, Bronx, Kingsborough, Medgar Evers, New York City, Queensborough, and Staten Island--the survey could not, of course, have been possible.

Some people--particularly Dr. Richard L. Alfred, Director of Research and Development, and Mr. Richard M. Greenfield, Executive Assistant to the President, New York City Community College; Vice President Felix F. Cardegna, College of Staten Island; Dr. David Lavin, Associate Professor of Sociology, Lehman College and the Graduate School and University Center; and Dr. Barry Kaufman, CUNY's Office of Program and Policy Research--made suggestions and provided information that enriched the questionnaire and facilitated the conduct of the study.

Others, the staff of IRDOE, with unflagging persistence carried out those crucial details without which a survey of this magnitude could have been hopelessly bogged down--keeping records, locating phone numbers, maintaining checklists, coding and recoding questionnaires--would not have been accomplished without Ms. Rebecca Hayes, Ms. Francine Lischner, Ms. Judyth Silberfeld, and Ms. Carolyn Weber.

Everyone helped send out the mail--especially Ms. Lischner, Ms. Hayes, Ms. Carol Sullivan, and Mr. Victor D'Lugin--and meter it, permission for which we are grateful to Mr. Michael Byers and his staff in the Graduate School and University Center's mailroom. Other colleagues, Drs. Sigmund Tobias and Max Weiner, Director of CASE, helped us see the data through the computer.

Dr. Lee Cohen, Director of IRDOE, and Ms. Melanie Bentley, Administrative Assistant, continued to give us the support and backup that we have grown to expect from them--and rely on. Ms. Carolyn Weber prepared this manuscript for publication, taking care of problems to smooth the way.

And, of course, the 1973 graduates of the CUNY community colleges who completed the questionnaire: We are very proud that fellow alumni continue to be critically interested in effecting improvement.

To all these people, for all their help, we wish to acknowledge our indebtedness and express our sincere thanks.

Barbara R. Heller
Project Director

Frederick Wheeler

Linda Gross

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# 1973 CAREER GRADUATES: A PROFILE
## of CUNY Community College Students

This report summarizes the results of a questionnaire survey, conducted by the Institute for Research and Development in Occupational Education (IRDOE), of the educational and work experiences of career program graduates of the community colleges of the City University of New York (CUNY).[1] Similar in intent to two earlier studies--one of 1965 and one of 1966 career program graduates--the current mail survey of 1973 graduates seeks further understanding of the effects of community college education on past graduates to provide a basis for programmatic modifications for future graduates.

## BACKGROUND

During the last two decades there has been enormous growth and development at the two-year college level nationally. The vitality of this movement is reflected in the CUNY system in an increase in enrollments and in an increase in the number of two-year units comprising the CUNY system. This is dramatically illustrated in Table 1 (page 2). From 1964 to 1968, enrollments increased by approximately 15 percent; between 1968 and 1973--with the addition of three new colleges--there was a 196 percent increase in the number of full-time day matriculants.

One of the most vital functions of the community college is to provide students with an effective and relevant occupational education. Ideally, students completing a career program should have the ability to obtain a job in their chosen field, have the skills necessary to perform that job, and have a sound basis on which to continue learning and advancing--educationally and vocationally. In "fat" years, relatively few questions need to be asked; in the lean years, when both the City and the University are faced with difficult fiscal decisions, it is imperative to have adequate information: Which new programs should be approved? Which existing programs are no longer viable? Where should

[1] Funded by the Grants Administration Unit, New York State Education Department, VEA # CO 77-2-904.

TABLE 1

The Number of Units and Size of Enrollments of CUNY Two-Year Colleges in Selected Years

| COMMUNITY COLLEGE (CC) | Year Formed[a] | Full-Time Enrollments (Day Matriculants) | | |
|---|---|---|---|---|
| | | 1964[a] | 1968[a] | 1973 |
| New York City CC | 1946[b] | 3,911 | 4,323 | 9,215 |
| Staten Island CC | 1955 | 1,996 | 2,726 | 5,467 |
| Bronx CC | 1957 | 2,552 | 2,579 | 10,351 |
| Queensborough CC | 1958 | 2,574 | 3,035 | 7,858 |
| Kingsborough CC | 1963 | 2,028 | 2,366 | 5,764 |
| Borough of Manhattan CC | 1963 | 2,172 | 2,548 | 7,624 |
| Medgar Evers CC | 1971 | - | - | 866[c] |
| Hostos CC | 1970 | - | - | 2,078 |
| La Guardia CC | 1971 | - | - | 2,722 |
| TOTAL | | 15,233 | 17,577 | 51,945 |

[a]From M. Davison, Career Graduates: A Profile of Job Experience and Further Study of Students with A.A.S. Degrees, CUNY Office of Community College Affairs, August 1971.

[b]Became part of the CUNY system in 1964.

[c]Total number matriculated in A.A. programs.

we curtail, consolidate, merge, modify?

With support from the New York State Education Department, CUNY has attempted to monitor and assess its own community college career programs through surveys of the graduates of these programs: Were they satisfactorily prepared for work? Were they able to find jobs in the fields for which they were trained? Was the educational experience valuable in furthering their goals? These and similar issues were the concern of three studies.

The first was of 1965 graduates; the second surveyed 1966 graduates. Both were conducted by the Office of Community College Affairs of the City University of New York. The survey reported herein was first proposed for the 1976-77 school year[1] by the director of the 1965 and 1966 projects; with her resignation, the proposal was resubmitted by IRDOE for conduct during fiscal year '78. The grant was awarded in mid-November 1977.

[1]VEA Project #77-2-597.

1973 was an important year in the history of the CUNY system. The University was committed to universal postsecondary educational opportunities and, in September 1970, instituted its open admissions policy which guaranteed that all New York City secondary school graduates would be admitted to one of the units of the University. Thus, at the two-year college level, 1973 was the year when most of the first open admissions class could be expected to be graduated.[1] Within this framework, questions arise as to the kinds of educational opportunities that are responsive to a new and larger student population. This project was an attempt to provide some answers.

## METHODOLOGY

To the extent practicable, the third (current) survey attempted to duplicate instruments and procedures used previously, so that administrators and other decision-makers would have comparable results. The only guides we had were a copy of the 1976-77 proposal, a copy of the August 1971 report of the 1966 graduates,[2] and a copy of the questionnaire that was used in the second survey.[3] In addition, we had some lists of names and addresses, and some mailing labels. These materials were incomplete and not adequately identified. We, therefore, decided to start anew to obtain correct and complete lists of students.

### Participating Colleges

At the same time we were trying to obtain lists of 1973 A.A.S. graduates, we wrote to the colleges' Presidents to describe the purpose of the survey and obtain their consent to participate.[4]

---

[1] Of the class entering community colleges in September 1970, only 7.5 percent were graduated after four semesters (two years). Traditionally, it has been noted that community college students are more likely to take 3 to 4 years to complete the A.A. program. See: Barry Kaufman and Rena Botwinick, Student Retention and Graduation at the City University of New York: Fall 1970 to Spring 1974, Office of Program and Policy Research, CUNY, June 1975.

[2] M. Davison, Career Graduates: A Profile of Job Experience and Further Study of Students with A.A.S. Degrees, CUNY Office of Community College Affairs, August 1971.

[3] We also obtained the previous project director's handwritten notes for revising the questionnaire.

[4] In addition to permission to survey their graduates, we asked the Presidents to prepare--on college letterhead--a "letter to graduates" appealing to them to complete and return the questionnaires to IRDOE. See Appendix A for a sample copy of the Presidents' "letters to graduates".

Seven of the nine community colleges agreed to take part in the University-wide study. La Guardia Community College declined, explaining that they had recently completed a survey of their graduates and that our survey of the 1973 graduating class--which consisted of 117 A.A.S. degrees--was too small a class to be adequately representative. Hostos Community College agreed to participate and sent a President's "letter to graduates", but despite repeated requests and offers of our help in compiling it, we never received a list of graduates' names and addresses.

We required two sets of address labels (one for each of the two mailings) and either a third set or a list of all students who were graduated during 1973 (January, June, or August) with an A.A.S. degree. The third set (or list) would serve as a master. Getting accurate labels (or lists from which we could type labels) in sufficient numbers of sets was a long process, begun in December; the last set was received on April 10, 1978.[1]

All labels+lists had to be checked to eliminate "transitional," non-matriculated, and "provisional" students, as well as liberal arts graduates. By the end of February we felt comfortable that we had the most complete, best available list of 1973 A.A.S. graduates from six of the seven participating colleges.

Questionnaire Development

Concurrent with assembling lists of graduates, project staff began to review the questionnaire used in the 1966 graduates survey, to make it more timely and less ambiguous while attempting to keep it essentially unchanged. The questionnaire went through several draft revisions and was then submitted to three outside experts for their input. The final version, a copy of which is appended (see Appendix B), incorporates the suggestions made by a community college Director of Institutional Research, a vice president of a college, and a Professor of Sociology at CUNY's Graduate School and University Center.

The questionnaire consisted of 37 questions (most of which had several sub-parts), arranged in three sections: Section A, "General Background,"

[1] In at least three instances we had to seek the assistance of college staff other than registrars. We worked with a Faculty Student Association, through Directors of Institutional Research and, as a last resort, directly through the Office of the President.

was made up of 11 general demographic questions (e.g., age, sex) including some questions about choice of college and choice of program. Section B, "Employment History", contained 16 questions relating to work experiences after graduation and attitudes toward the adequacy of the college training. Section C, "Education" (10 questions), was a catch-all category consisting of educational experiences after community college, and general attitudes toward schooling. The questionnaire was printed in the same folded format used in the prior survey. Return self-addressed envelopes were also provided.

Survey Procedures

To maintain the procedural design, we planned for two mailings and follow-through telephone calls. The first mailing would go to all A.A.S. graduates of the seven community colleges. A second mailing would be sent to those students who, within six weeks or so, did not respond to the first mailing. We would then attempt to telephone students who did not respond to either mailing. Table 2 presents the number of questionnaires sent to graduates of each college, and the number of telephone numbers that were located in the City telephone directories. (A search

TABLE 2

Number of Questionnaires Sent in the First and Second Mailings, and Number of Telephone Numbers Located, By College

| COMMUNITY COLLEGE | First Mailing N Sent | Second Mailing[a] N Sent | Telephone Numbers N Located | Telephone Numbers % of NR's[b] |
|---|---|---|---|---|
| New York City | 1572 | 1251 | 290 | 26.2 |
| Staten Island | 523 | 415 | 100 | 27.5 |
| Bronx | 775 | 652 | 107 | 18.0 |
| Queensborough | 563 | 455 | 97 | 24.2 |
| Kingsborough | 562 | 466 | 85 | 21.4 |
| Borough of Manhattan | 369 | 322 | 41 | 14.0 |
| Medgar Evers | 12 | 0 | 1 | 14.3 |
| TOTAL | 4376 | 3561 | 721 | 22.9% |

[a]The entire second mailing was sent to the post office on May 1, 1978. No second mailing went to Medgar Evers graduates.

[b]The number of phone numbers located as a percentage of the total number of graduates not responding (NR) to either mailing, minus the undelivered questionnaires.

was made for the phone numbers of all students who did not respond to the first and second mailings. Since their last known addresses were between 5 and 7 years old--we were informed by some registrars that addresses are noted only at the time of initial enrollment--we found numbers for only a relatively small proportion of non-respondents. See Table 4, page 10.)

The first mailing was begun on March 13, 1978 and was completed by March 24. (The Medgar Evers mailing went out on April 18, a week after they sent us the names and addresses of the 12 graduates.) The second mailing went out on May 1, 1978, by which time the rate of return was almost negligible. Both the first and second mailings consisted of the following: a questionnaire coded with a 6-digit unique I.D. number, which was also coded on the master list; the label that matched the individually coded questionnaire affixed to an envelope; and the envelope stuffed with a letter from the college President (first mailing; and one from us, second mailing), the questionnaire, and a return envelope. Finally, the outgoing envelopes were sorted by zip code to take advantage of bulk postage rates.

Telephone Followup

Staff spent nine days on the phone attempting to contact the 721 non-respondents for whom telephone numbers could be located. Between the hours of 5:00 and 8:00 p.m., seven members of the project staff (including volunteer research assistants) made a total of 721 phone calls; of these, 424 or approximately 59 percent were completed. A completed call is defined as a contact with the graduate, or her/his relative, or other person in the household answering the phone.

All callers were trained--to identify themselves, explain the survey and the phone call, and to attempt to elicit responses over the telephone. If the graduate would not respond by phone, the caller was to suggest that the graduate complete and return one of the two copies of the questionnaire mailed previously. If the graduate no longer had a copy, another (coded) questionnaire was mailed immediately.

Data Analysis

Data analysis consisted of several stages--coding questionnaire responses and transferring these to data sheets; keypunching (and verifying) IBM cards; selecting a computerized statistical program and inputting the punched data; and analyzing the output data and preparing

it for inclusion in this report.

Development of a coding manual. A coding manual was developed based on an examination of the early responses. (It needed several revisions to accommodate an extremely wide range--and often bizarre set--of responses.) Responses to closed-ended questions[1] were taken as is, and in instances where multiple responses were given (although not asked for), new codes were developed. As an example, Question 29 asked respondents to check if they had ever worked for a governmental agency and, if yes, was their appointment "provisional" or by Civil Service exam; since many checked both, a new "multiple" category was created and coded. This type of code development was not invariable; in some cases where multiple responses were judged meaningless, we randomly selected one of the responses. An illustration of this is "salary in first job" (Question 18).

As a general policy we did not "read into" a response, nor make inconsistent responses consistent. There was one exception, Question 28, which asked respondents whether they continued their education after receiving the A.A.S. degree and, if yes, to indicate at what type of college. In this instance, if the respondent filled in the name of a CUNY four-year college in the spaces allotted to "another [i.e., non-CUNY] four-year college" or to "at some other school," the response was coded as "at a CUNY four-year college."

Generally, however, inconsistencies were not treated in this fashion. Question 31 asked respondents if they had participated in a cooperative education program. If they said "no," but then went on to say, "Yes, my cooperative education experience helped me get a job" (Question 33), we retained both (inconsistent) responses. In no instance did we attempt to reconcile contradictions among different questions.

The final version of the coding manual is available for inspection in IRDOE's offices. Questionnaires were coded by members of the staff and were examined for reliability before the data was prepared (punched) for computer input.

Statistical Analyses. The most useful analyses were judged to be frequency distributions and selected cross-tabulations. Packaged computer programs are available for these treatments. We selected the Statistical Package for the Social Sciences (SPSS) because it provided the best combination of flexibility of data analysis and clarity of output format.

[1] Questions such as #1, 2, 3, 4, 10, 15, 17, 23, and so on.

## RESULTS

Selected data for all colleges combined are summarized in this section of the report. Included are data comparable to those presented in the 1971 report on the 1966 graduates.[1] Some additional data is also included in this document; the data analyses not reported (including college-by-college analyses) are avilable in a technical appendix which can be examined in our offices.[2]

### Rates of Return

The second survey of the 1,220[3] students who were graduated in 1966 had a reported total rate of return of 71.2 percent--60.4 percent to the first and second mailings combined, and an additional 10.8 percent resulting from the telephone followup. Our rate of return was much smaller and, we believe, much more usual for surveys of this kind. Table 3 (page 9) summarizes the number and percentage of responses. Of the 4,235 questionnaires that were delivered in the first mailing (141 were returned to sender), a total of 683 individuals, or 16.1 percent, returned the questionnaire.

Any questionnaire received after May 7, 1978 was counted as a response to the second mailing; a total of 382 questionnaires were received after May 7. The total rate of return to the second mailing was 10.8 percent. To both mailings, we received a total of 1,065 questionnaires, a 25.3 percent rate of return.

Questionnaires that were returned after we telephoned (and spoke with a contact) were counted as having resulted from the call. We contacted a total of 424 graduates (or their relatives), and received a total of 136 questionnaires from them.[4] The total rate of return (for both mailings and the phone contact) was 28.5 percent.

The overall, total response rate is low when contrasted with that reported for the 1966 graduates. Several explanations can be considered.

---

[1] Davison, Career Graduates: A Profile....; hereafter, the 1966 survey or, the second survey.

[2] We will also make available, to specific college administrations, distributions and cross-tabulations of responses for their college.

[3] One hundred forty-seven questionnaires were not delivered; this is 10.1 percent of the total mailed.

[4] We filled out 67 questionnaires over the telephone and received an additional 69 returns. Thus, the rate of return of completed phone calls is 37.5 percent--somewhat higher than the rate for mailed questionnaires.

TABLE 3

Return Rate, by College and for All Colleges Combined, to the First and Second Mailing and the Telephone Followup

| COMMUNITY COLLEGE | N | First Mailing | | | Second Mailing | | | Telephone Followup | | | Total Returns | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N Undelivered | Returns N | Returns %[b] | N Undelivered | Returns N | Returns %[b] | Completed Calls | % of Total | % Questionnaire Returns | N | % of Delivered |
| New York City | 1572 | 85 | 236 | 15.9 | 9 | 134 | 10.8 | 166 | 40.1 | 40.1 | 424 | 28.7 |
| Staten Island | 523 | 7 | 101 | 19.6 | 1 | 51 | 12.3 | 66 | 9.1 | 18.2 | 170 | 33.0 |
| Bronx | 775 | 32 | 91 | 12.2 | 4 | 55 | 8.5 | 54 | 25.9 | 11.1 | 166 | 22.5 |
| Queensborough | 563 | 3 | 105 | 18.8 | 2 | 52 | 11.5 | 65 | 16.9 | 12.3 | 176 | 31.5 |
| Kingsborough | 562 | 3 | 93 | 16.6 | 8 | 60 | 13.1 | 57 | 8.8 | 21.1 | 170 | 30.9 |
| Borough of Manhattan | 369 | 8 | 39 | 10.8 | 3 | 27 | 8.5 | 16 | 25.0 | 12.5 | 72 | 20.1 |
| Medgar Evers | 12 | 3 | 2 | 22.2 | 0 | 0 | - | 0 | - | - | 2 | 22.2 |
| Unknown[a] | - | - | 16 | - | - | 3 | - | - | - | - | 21 | - |
| TOTAL | 4376 | 141 | 683 | 16.1% | 27 | 382 | 10.8% | 424 | 15.8% | 16.3 | 1201 | 28.5% |

[a] A number of returns were received with the I.D. number, which contained the college code, cut off or inked out. These returns are included in the "ALL COLLEGES COMBINED" data presented subsequently.

[b] The percentage is based on the number returned divided by the number of questionnaires delivered.

[c] Percent return to telephone calls is based on the number of calls completed. See text.

[d] Two questionnaires without identifying codes were returned after phone calls. They are included in the total N "unknown" and in the total response rate.

The two most apparent are: problems with the postal service;[1] and an increased disinterest on the part of the 1973 graduates as compared with those of earlier years.

Description of 1973 Graduates

In this section of the Results we will describe the 1973 career program graduates--their age and sex distributions, high school backgrounds, and their college programs of study--and compare this group with those graduating in prior years.[2]

Age. Table 4 describes the respondents to the current survey in terms of age and sex (Questions 1 and 2, respectively[3]). Looking at the

TABLE 4

Number and Percentage of Respondents by Sex by Age

| AGE | Sex | | | | | |
|---|---|---|---|---|---|---|
| | Male | | Female | | TOTAL[a] | |
| | N | % | N | % | N | % |
| 20 or younger | 0 | - | 1 | 0.1 | 1 | 0.1 |
| 20 to 24 | 32 | 2.7 | 74 | 6.2 | 106 | 8.8 |
| 25 to 29 | 280 | 23.3 | 357 | 29.7 | 639 | 53.2 |
| 30 to 39 | 124 | 10.3 | 114 | 9.5 | 238 | 19.8 |
| 40 to 49 | 44 | 3.7 | 88 | 7.3 | 132 | 11.0 |
| 50 or older | 12 | 1.0 | 65 | 5.4 | 77 | 6.4 |
| TOTAL[a] | 493 | 41.0 % | 705 | 58.7 % | 1201 | 100.0 % |

[a]Row and column totals include a total of 10 non-respondents whose age (N=7), sex (N=2), or both (N=1) is unknown.

age distribution (the row totals) it is apparent that a majority of the graduates (approximately 53%) were between 25 and 29 years of age; an

[1]Several individuals that were contacted by phone reported that they had already completed and returned a questionnaire (which we had no record of receiving), and others returned the second questionnaire with a note to the same effect; again, we have no such record.

[2]All data relating to 1966 graduates are taken from Davison, Career Graduates: A Profile....

[3]When appropriate, the reader will be directed to the relevant question on the Questionnaire, which is appended. In many instances, the exact wording of the question differs slightly from the wording used to discuss the outcomes. For example, Question 1 (Q.1) asked for "date of birth" which is treated here as "age".

additional 20 percent were between the ages of 30 and 39, and approximately 17 percent were 40 or older. This is a considerably different distribution than that of the 1966 survey respondents, who were much younger: 78 percent of the 1966 graduates were between 20 and 24 years old (as compared to less than 9 percent of the 1973 group), 17 percent were between 25 and 30, and only 6 percent were over 30 years old.

We have no way of assessing whether this dramatic shift in graduates' age is an accurate indication of a changing community college population, or whether it reflects a decreased rate of response among the younger graduates. Although it can be hypothesized that older persons are more likely to respond to a survey than are their younger classmates, other differences, discussed below, suggest that years between the two surveys witnessed an actual change in the nature or composition of the population.

Sex. Table 4 also summarizes respondents' sex (column totals) and indicates that 41 percent of the respondents were male, and 59 percent were female. This also differed from the 1966 pattern, in which the proportions were almost exactly reversed. Again, this difference might either reflect a change in the population, or be an artifact resulting from disproportionate response rates of males and females. In this instance, however, we can support the hypothesis that our data accurately reflects the real distribution of males and females in the 1973 class. Using the lists of graduates obtained from the colleges, we estimated the proportion of males and females based on names regardless of whether they completed a questionnaire; the distribution by sex of the 4,376 persons to whom questionnaires were sent was almost identical to the distribution of the 1,201 respondents. This comparison lends some--albeit indirect--support for assuming a real change in age as well as in sex of the community college student.

More detailed examination of Table 4 indicates that women predominate in each age group except the 30 to 39 year-old range, where there are approximately equal proportions of both sexes. There are substantially more females represented in the two oldest groups, which suggests that an increasing number of older women have enrolled in community college.

High school background. As would be expected, the data on date of high school graduation (Q.3) reflects the age distribution of the sample.[1] Approximately one-third of the respondents were graduated from

[1] See Appendix C, Table C1.

high school between 1961 and 1969--from 4 to 12 years before they were graduated from college; 27.3 percent were graduated in 1970; and 17 percent in 1971, two years prior to graduation from community college. The graduation dates for the respondents to the second survey were considerably different. 22 percent were graduated from high school 4 to 15 years prior to college graduation, 25 percent graduated three years before, and 51 percent were graduated two years before they completed college. Thus, while three-quarters of the 1966 graduates completed their AAS degree in the two to three years immediately after high school, most of those in the 1973 survey did not. The increased time between high school and college graduation and the shift in the modal age from 20-24 to 25-29 raises two possibilities: either that more recent college students are more likely to delay starting college, or that they are more likely to take more time--more than two years to finish the AAS degree. A better answer could have been provided had the survey included questions relating to the college starting date, and possibly questions relating to the time period between high school graduation and enrollment in community college.

The responses to other questions, however, lend some support to the first possibility--that indeed, many students delayed beginning college and worked in the interim period. When asked what most influenced their choice of AAS career program (Q.10),35.6 percent of the respondents indicated that "prior work experience" was the most important influence.[1] Moreover, when respondents were asked how they obtained their first job (Q.13), almost one out of every five (19.8%) of the 1973 graduates indicated that they were already employed when they were graduated from community college.

In terms of type of high school credential (Q.4), there were fewer 1973 respondents than 1966 respondents with an academic diploma--52 percent compared with 72 percent, respectively--and more who had a general, commercial, vocational, or equivalency diploma.[2] The increase in community college enrollees with "non-academic" diplomas indicates the effectiveness

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[1] See Table 6, page 17.

[2] See Appendix C, Tables C1 and C2.

of CUNY's open admissions policy in attracting and encouraging all graduates of New York City high schools to further their education.

Date of community college graduation. Question 6 asked respondents the date they were graduated from community college. More than half (55.6%) were graduated in June 1973, while 27.1 percent were graduated in January or February 1973. The remainder were graduated in the summer of 1973 (7.0%), or after September 1973 (1.9%). A small proportion reported a 1973 graduation date but did not indicate which month.

Distribution of graduates by program area. Table 5, page 14, summarizes the distribution by program area for all persons graduating from the participating colleges in 1973, as well as for the subset of those who responded to the survey.[1] As can be seen from the table, in general the distributions for respondents and for the population were similar; the major differences were in the Nursing, Secretarial Studies, Electrical Technology, and in the "Other, combined" curricula.

The five programs with the largest enrollments were (in descending order of size) Nursing, Accounting, Business Management, Secretarial Studies (combining all subspecialties), and Data Processing. Since the last survey was undertaken, there has been a considerable change in the proportion of students enrolled in the various career programs. The programs enrolling the largest percentage of 1966 graduates were: Accounting, Electrical Technology, Marketing and Retailing, Secretarial Studies, and Nursing. Nursing, for example, the fifth largest program in the 1966 survey, was the largest program for the 1973 graduates. Similarly, Marketing and Retailing, which ranked third in 1966, fell to tenth in 1973.

In comparing sex by program for 1973 graduates responding to the Survey, it is apparent that traditionally "male" and "female" curricula tend to remain that way. Women predominate in the fields of Dental Hygiene (95.7% of the 1973 respondents), Education/Child Care (95.4%), Nursing (96.9%), and Secretarial Studies (100.0%); men predominate in Construction Technology (94.1%), Dental Laboratory Technology (100.0%), Electrical Technology (98.6%), Mechanical and Industrial Technology (97.8%), and Fire Science (100.0%). Women have made some gains since

[1] Proportions of respondents were based on Question 7 of the Survey; the numbers for the entire population of 1973 graduates were calculated by analysis of the curricular identification on the mailing labels supplied by the colleges.

TABLE 5

Number and Percentage of Respondents
by Program Area by Sex

| PROGRAM AREA | Total in Population | | Respondents | | | |
|---|---|---|---|---|---|---|
| | N | % | N Males | N Females | Total N | % of Total Respondents |
| Accounting | 379 | 8.7 | 61 | 36 | 97 | 8.1 |
| Business/Management | 323 | 7.4 | 57 | 19 | 76 | 6.3 |
| Chemical Tech | 24 | 0.5 | 5 | 2 | 8[a] | 0.7 |
| Advertising Art & Design | 72 | 1.6 | 15 | 13 | 28 | 2.3 |
| Construction Tech | 34 | 0.8 | 16 | 1 | 17 | 1.4 |
| Data Processing | 210 | 4.8 | 50 | 18 | 68 | 5.7 |
| Dental Hygiene | 69 | 1.6 | 0 | 22 | 23[a] | 1.9 |
| Dental Lab Tech | 13 | 0.3 | 9 | 0 | 9 | 0.7 |
| Education/Child Care | 196 | 4.5 | 3 | 62 | 65 | 5.4 |
| Community Mental Health | 61 | 1.4 | 4 | 7 | 11 | 0.9 |
| Electrical Tech | 200 | 4.6 | 73 | 1 | 74 | 6.2 |
| Graphic Arts/Adv Tech | 75 | 1.7 | 15 | 5 | 20 | 1.7 |
| Hotel & Restaurant Manag | 82 | 1.9 | 16 | 3 | 19 | 1.6 |
| Marketing & Retailing | 137 | 3.1 | 36 | 11 | 47 | 3.9 |
| Mech & Indus Tech | 129 | 2.9 | 44 | 1 | 45 | 3.7 |
| Medical Lab Tech | 141 | 3.2 | 13 | 31 | 45[a] | 3.7 |
| Nursing | 1443 | 33.0 | 11 | 349 | 360 | 30.0 |
| Secretarial Studies | 275 | 6.3 | 0 | 94 | 94 | 7.8 |
| Radiologic Tech | 15 | 0.3 | 1 | 2 | 3 | 0.2 |
| Fire Science | 90 | 2.1 | 28 | 0 | 28 | 2.3 |
| Other, combined[b] | 313 | 7.2 | 36 | 28 | 64 | 5.3 |
| Unknown | 95 | 2.2 | 0 | 0 | 0 | - |
| TOTAL | 4376 | 100.0 % | 493 | 705 | 1201[a] | 100.0 % |

[a] Three respondents, one in each of three programs, did not indicate their sex. The totals for these programs include these individuals, and thus sum to one more than the total males plus females. Similarly, the total of all respondents equals three more than the sum of all males and females.

[b] In this and all subsequent tables, "Other, combined" includes the following programs: Electro-Mechanical Technology, Automotive Technology, Civil Technology, Science, Opthalmic Dispensing, Pre-Pharmacy, Respiration Therapy, Orthopedic Assistant, Medical Records, Environmental Science, Social Service, Social Work, Recreation Leadership, Music/Performing Arts, Public Administration; and four Liberal Arts graduates.

1966 in some curricular areas where men still predominate--most notably in Accounting (37.1% female in 1973 as compared to 22.2% female in 1966), Advertising Art and Design (46.4% in 1973 and 22.2% in 1966), Data Processing (26.5% in 1973 vs. 13.3% in 1966), and Graphic Arts/Advertising Technology (25.0% female in 1973 as compared to 4.5% female in 1966)--while men have made no appreciable increases in Nursing, Secretarial Studies, Education/Child Care, or Dental Hygiene.

When one examines the modal age of respondents by programs, the distribution was the same as that for the overall sample.[1] With the exception of Fire Science, most were 25 to 29 years old. The vast majority of enrollees in the Fire Science program were between 30 and 49 years old. Several other programs had relatively large proportions of graduates aged 30 or older, including Education/Child Care, Community Mental Health, Hotel and Restaurant Management, Nursing, and Accounting. Programs with disproportionately large percentages of younger (i.e., younger than the modal age) graduates include Business/Management, Dental Hygiene, Community Mental Health, Graphic Arts and Advertising Technology, Hotel and Restaurant Management, and Secretarial Studies.

Colleges and programs of first choice. In response to our Question 5, seven out of ten (71.6%) respondents indicated that the CUNY communnity college that they were graduated from had been their first choice college. Of those who had not attended the college of their first choice, 11.5 percent wanted to attend either another CUNY community college (3.7%) or a CUNY four-year college (7.8%). Excluding 3.2 percent of the sample who did not respond to this question, the remaining 10.3 percent indicated a preference for a non-CUNY institution.

Approximately two-thirds (65.9%) of the respondents began their community college education in the AAS program which was their first choice.[2] Interestingly, a somewhat higher proportion of females than males did so--69.5 and 60.6 percent, respectively. For 17.4 percent of

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[1] See Appendix C, Table C3.

[2] Question 9.

the respondents a career program was their first choice, but they were not specific about whether it was the program that they first enrolled in. Thus, it is possible that as many as 83.3 percent of the sample started in the program area which they desired. There were some respondents (6.9%) who would have preferred some other AAS program than the one they did enter, and some (6.8%) who would have preferred a liberal arts program. (Three percent of the respondents did not answer this question.) Not only did the vast majority start out in the curriculum of their first choice, but most stayed in that program; only 14.3 percent of the respondents made a change in program during community college.[1]

Table 6 on the following page summarizes responses to Question 10, which asked the graduates what factor was the most important influence on their choice of program. For all programs combined, the greatest proportion of respondents said they were influenced by "prior work experience" (35.6%). Next in order of frequency, was their own interests and goals ("self" on Table 6; 17.3%) and their "high school experience" (12.7%). The table also highlights differences by curriculum: "High school experience" was the most important influence for more than one-third of Chemical Technology and Advertising Art and Design graduates; more than 50 percent of graduates in Fire Science, Radiologic Technology, and Hotel and Restaurant Management were influenced most frequently by their own "prior work experience". Although not included in this table, it is interesting to note that more than half the respondents over the age of 30 said that "prior work experience" was the most important factor influencing their choice of program.

Experiences After Graduation from Community College

In this section of the report we will discuss respondents' experiences after graduation from community college, with particular attention to their employment history in the first five years.

Activities immediately following graduation. Respondents were asked what they did directly after they completed their community college training (Q.11). Table 7 on page 18 summarizes, by program area, the proportion who went to work or to school full-time or part-time.[2] By far, the

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[1] Question 8.

[2] The total percentage exceeds 100%, since the instructions allowed them to check as many items as applied.

TABLE 6

Percentage of Respondents by Program Area Indicating the Most Important Factor Influencing Final Program Choice[a]

(Figures in percentages)

| PROGRAM AREA (N) | Most Important Influences on Program Choice | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Job Market-ability | Prior HS Experience | College Staff/ Experience | Friends/ Relatives | Prior Work Experience | "Self" | Other[b] | Multiple Factors |
| Accounting (97) | - | 14.4 | 10.3 | 4.1 | 43.3 | 15.5 | 6.2 | 5.2 |
| Business/Management (76) | - | 6.6 | 18.4 | 10.5 | 31.6 | 22.4 | 6.5 | 3.9 |
| Chemical Tech (8) | - | 37.5 | 12.5 | - | 12.5 | 25.0 | 12.5 | - |
| Advertising Art & Design (28) | 3.6 | 35.7 | 7.1 | 10.7 | 14.3 | 25.0 | 3.6 | - |
| Construction Tech (17) | - | 5.9 | 23.5 | 11.8 | 29.4 | 17.6 | 5.9 | 5.9 |
| Data Processing (68) | 1.5 | 11.8 | 16.2 | 13.2 | 33.8 | 8.8 | 10.3 | 2.9 |
| Dental Hygiene (23) | 4.3 | 8.7 | - | 30.4 | 47.8 | 8.7 | - | - |
| Dental Lab Tech (9) | - | 22.2 | - | 11.1 | 22.2 | 22.2 | - | 11.1 |
| Education/Child Care (65) | - | 6.2 | 13.8 | 4.6 | 40.0 | 18.5 | 7.7 | 7.7 |
| Community Mental Health (11) | - | 9.1 | - | 9.1 | 36.4 | 27.3 | 18.2 | - |
| Electrical Tech (74) | - | 18.9 | 13.6 | - | 27.0 | 24.3 | 4.1 | 6.8 |
| Graphic Arts/Adv Tech (20) | - | 20.0 | 10.0 | 5.0 | 40.0 | 5.0 | 10.0 | 10.0 |
| Hotel & Restaurant Manag (19) | 5.3 | 10.5 | 5.3 | 5.3 | 57.9 | 10.5 | 5.3 | - |
| Marketing & Retailing (47) | - | 17.0 | 17.1 | 6.4 | 29.8 | 8.5 | 14.9 | 4.3 |
| Mech & Indus Tech (45) | 2.2 | 28.9 | 24.5 | 2.2 | 13.3 | 17.8 | 4.4 | 6.7 |
| Medical Lab Tech (45) | 2.2 | 13.3 | 20.0 | 15.6 | 13.3 | 13.3 | 13.3 | 6.7 |
| Nursing (360) | 0.3 | 8.3 | 7.8 | 7.5 | 42.8 | 18.1 | 10.0 | 4.4 |
| Secretarial Studies (94) | 3.2 | 19.1 | 11.7 | 6.4 | 26.6 | 20.2 | 5.3 | 7.4 |
| Radiologic Tech (3) | - | - | - | - | 66.7 | 33.3 | - | - |
| Fire Science (28) | 3.6 | - | 3.6 | - | 78.6 | 3.6 | 7.1 | 3.6 |
| Other, combined (64) | 1.6 | 10.9 | 15.6 | 10.9 | 26.6 | 21.9 | 3.2 | 7.8 |
| TOTAL (1201) | 1.0 | 12.7 | 11.8 | 7.6 | 35.6 | 17.3 | 7.8 | 5.1 |

[a]Does not include non-respondents; 1.2 percent of the total sample.

[b]Included in "Other" are "luck, providence", and other "circumstantial factors".

TABLE 7

Percentage of Respondents by Program Area Who Immediately After Graduation Worked or Continued Their Education Full-Time or Part-Time[a]

(Figures in percentages)

| PROGRAM AREA (N) | AAS Graduates Who Went To:[b] | | | |
|---|---|---|---|---|
| | Work Full-Time | Work Part-Time | School Full-Time | School Part-Time |
| Accounting (97) | 59.8 | 11.3 | 26.8 | 34.0 |
| Business/Management (76) | 46.1 | 13.2 | 47.4 | 13.2 |
| Chemical Tech (8) | 37.5 | - | 25.0 | 25.0 |
| Advertising Art & Design (28) | 60.7 | 10.7 | 14.3 | 17.9 |
| Construction Tech (17) | 76.5 | 11.8 | 5.9 | 17.6 |
| Data Processing (68) | 72.1 | 8.8 | 22.1 | 19.1 |
| Dental Hygiene (23) | 69.6 | 13.0 | 4.3 | - |
| Dental Lab Tech (9) | 55.5 | 22.2 | 22.2 | 11.1 |
| Education/Child Care (65) | 44.6 | 23.1 | 38.5 | 27.7 |
| Community Mental Health (11) | 36.4 | 9.1 | 63.6 | - |
| Electrical Tech (74) | 62.2 | 9.5 | 28.4 | 16.2 |
| Graphic Arts/Adv Tech (20) | 70.0 | 5.0 | 15.0 | 10.0 |
| Hotel & Restaurant Manag (19) | 68.4 | 10.5 | 10.5 | 15.8 |
| Marketing & Retailing (47) | 66.0 | 4.3 | 29.8 | 23.4 |
| Mech & Indus Tech (45) | 66.7 | 6.7 | 24.4 | 15.6 |
| Medical Lab Tech (45) | 46.7 | 15.6 | 35.6 | 11.1 |
| Nursing (360) | 78.1 | 7.2 | 7.5 | 11.4 |
| Secretarial Studies (94) | 80.9 | 6.4 | 11.7 | 9.6 |
| Radiologic Tech (3) | 66.7 | 33.3 | 33.3 | - |
| Fire Science (28) | 89.3 | - | 71.4 | 3.6 |
| Other, combined (64) | 53.1 | 9.4 | 37.2 | 12.5 |
| TOTAL (1201) | 66.8 | 9.5 | 22.4 | 15.3 |

[a]Respondents were told to check as many items as applied. Since a person, e.g., both could have worked full-time and attended school part-time, row totals may exceed 100 percent.

[b]Does not include 1.1 percent of the total not responding to the question.

largest proportion of the total group--about two-thirds--immediately started working full-time; another approximate 10 percent worked part-time. More than 20 percent (22.4%) attended school full-time, and 15 percent continued their education on a part-time basis.[1] These figures are somewhat different from those for the 1966 class, principally in that a smaller proportion of 1973 graduates immediately continued their education on a full-time basis. Approximately 32 percent of the 1966 group and 22 percent of the 1973 graduates went on to school full-time.

Although the majority of the sample went to work on a full-time basis, this was not so for specific programs. Relatively smaller proportions of graduates in Business/Management, Chemical Technology, Education/Child Care, Community Mental Health, and Medical Laboratory Technology went to work full-time immediately after graduation; relatively large numbers of these graduates went to school full-time. The programs that accounted for the largest proportions of part-time workers were Dental Laboratory Technology, Education/Child Care, and Radiologic Technology. And a large proportion of Accounting, Chemical Technology, Education/Child Care, and Marketing and Retailing graduates continued schooling part-time. Fire Science graduates tended to work and to go to school full-time. There were some interesting differences in what males and females did immediately after obtaining their AAS degree.[2] Overall, more females than males went to work full-time (69.6% and 62.9%, respectively), while many more males (31.2%) than females (16.2%) continued their education full-time.

Activities at the present time. Table 8 on page 20 summarizes the proportion of respondents who, at the time of the Survey, were working and/or in school (Q.19). Currently, five years after graduation from community college, 81.1 percent of the sample are working full-time, and 3.7 percent are full-time students. In addition, 11.9 percent are attending school on a part-time basis, and 7.5 percent are working part-time. Approximately 11.6 percent are taking care of their home and family, 4.8 percent are looking for a job, 1.2 percent are taking time off, and 2.7 percent are retired, disabled, and so on. The responses of the 1966 graduates were very similar.

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[1] Not included in the table are the small numbers of respondents who said they took time off (5%), were taking care of home and family (5%), or engaged in some other activity (3%).

[2] See Appendix C, Table C4.

TABLE 8

Percentage of Respondents by Program Area
Who Work or Are In School at the Present Time[a]

(Figures in percentages)

| PROGRAM AREA (N) | Respondents Who Currently:[b] | | | |
|---|---|---|---|---|
| | Work Full-Time | Work Part-Time | School Full-Time | School Part-Time |
| Accounting (97) | 88.7 | 1.0 | 2.1 | 8.2 |
| Business/Management (76) | 89.5 | 2.6 | - | 7.9 |
| Chemical Tech (8) | 87.5 | 12.5 | 12.5 | 12.5 |
| Advertising Art & Design (28) | 78.6 | 10.7 | 3.6 | 14.3 |
| Construction Tech (17) | 94.1 | - | - | 5.9 |
| Data Processing (68) | 94.1 | 1.5 | 1.5 | 11.8 |
| Dental Hygiene (23) | 60.9 | 13.0 | - | 8.7 |
| Dental Lab Tech (9) | 77.8 | 22.2 | - | - |
| Education/Child Care (65) | 83.1 | 9.2 | 1.5 | 10.8 |
| Community Mental Health (11) | 81.8 | 9.1 | - | 18.2 |
| Electrical Tech (74) | 91.9 | 1.4 | 2.7 | 9.5 |
| Graphic Arts/Adv Tech (20) | 85.0 | - | - | 5.0 |
| Hotel & Restaurant Manag (19) | 84.2 | 5.3 | 5.3 | 5.3 |
| Marketing & Retailing (47) | 89.4 | - | 4.3 | 10.6 |
| Mech & Indus Tech (45) | 88.9 | 4.4 | 2.2 | 15.6 |
| Medical Lab Tech (45) | 75.6 | 8.9 | 11.1 | 11.1 |
| Nursing (360) | 70.3 | 14.7 | 6.7 | 15.0 |
| Secretarial Studies (94) | 79.8 | 3.2 | 1.1 | 14.9 |
| Radiologic Tech (3) | 33.3 | 66.7 | - | 66.7 |
| Fire Science (28) | 92.9 | - | 3.6 | 3.6 |
| Other, combined (64) | 85.9 | 6.3 | 1.6 | 10.9 |
| TOTAL (1201) | 81.1 | 7.5 | 3.7 | 11.9 |

[a] Row totals may exceed 100 percent; for explanation, see footnote a, Table 7.

[b] Does not include 1.5 percent of the total sample who did not respond to the question.

The largest proportion of full-time workers were graduates with degrees in Accounting, Business/Management, Chemical Technology, Construction Technology, Data Processing, Electrical Technology, Marketing and Retailing, Mechanical and Industrial Technology, and Fire Science (see Table 8). Comparatively fewer graduates of Dental Hygiene, Nursing, and Radiologic Technology programs are currently working full-time--although substantial proportions of them are employed on a part-time basis.

Whereas somewhat more females than males started working full-time immediately after graduation, there was a significant reversal five years later: At the present time, 90.5 percent of the males are working full-time as compared to 74.5 percent of the females.[1] This finding seems to corroborate the differences noted above in terms of full-time employment by program areas; those curricula in which women predominated tend to be the ones where fewer graduates are currently employed full-time.

Employment in field of training. Are graduates' first full-time jobs after graduation in the field for which they trained (Q.14)? As can be seen in Table 9, page 22, approximately three-quarters (73.8%) of the total sample worked in their field of training. The reasons advanced by those not employed in the field for which they were trained were that no jobs were available (5.7%), or that they never had a full-time job (4.0%); overall, very few (2.3%) indicated that they might have been inadequately trained for employment in their field.

Persons in Business/Management, Data Processing, Community Mental Health, Marketing and Retailing, and Advertising Art and Design were less likely than those in other fields to be working in job-related areas. For Business/Management students the most frequent reason was that they were inadequately trained. The single most frequent reason Data Processing, Advertising Art and Design, and Marketing and Retailing graduates were not working in their fields was because there were "no jobs available". (Note that approximately one-quarter of Community Health graduates did not respond.)

There were some large differences in the proportions of males and females whose first employment was in their field of training.[2]

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[1] See Appendix C, Table, C5.

[2] See Appendix C, Tables C6 and C7.

TABLE 9

Percentage of Respondents by Program Area Whose First Full-Time Job Was or Was Not in the Field for Which They Trained, and Why

(Figures in percentages)

| PROGRAM AREA (N) | First Full-time Job in Field | First Full-Time Job Not in Field Because:[a] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Never Worked Full-Time | No Jobs Available | Inadequate Training | Lost Interest | Went to School | Had a Job | Other | Multiple Reasons |
| Accounting (97) | 70.1 | 3.1 | 4.1 | 3.1 | 1.0 | - | 5.2 | 6.2 | - |
| Business/Management (76) | 47.4 | 7.9 | 10.5 | 14.5 | 2.6 | - | 2.6 | 6.6 | 1.3 |
| Chemical Tech (8) | 75.0 | - | 25.0 | - | - | - | - | - | - |
| Advertising Art & Design (28) | 57.1 | - | 14.0 | 3.6 | 3.6 | - | - | 7.1 | 3.6 |
| Construction Tech (17) | 70.6 | - | 23.5 | - | - | - | - | - | - |
| Data Processing (68) | 54.4 | 1.5 | 11.0 | 7.4 | 4.4 | - | 5.9 | 8.8 | 1.5 |
| Dental Hygiene (23) | 95.7 | - | - | - | - | - | 4.3 | - | - |
| Dental Lab Tech (9) | 66.7 | 22.2 | 11.1 | - | - | - | - | - | - |
| Education/Child Care (65) | 63.1 | 12.3 | 9.2 | 1.5 | 6.2 | 1.5 | - | 1.5 | 1.5 |
| Community Mental Health (11) | 45.5 | 9.1 | - | 9.1 | 9.1 | - | - | - | - |
| Electrical Tech (74) | 70.3 | 4.1 | 4.1 | 2.7 | 1.4 | 2.7 | 5.4 | 2.7 | 1.4 |
| Graphic Arts/Adv Tech (20) | 80.0 | 5.0 | 5.0 | - | - | - | - | 10.0 | - |
| Hotel and Restaurant Manag (19) | 84.2 | 5.3 | 5.3 | - | - | - | 5.3 | - | - |
| Marketing & Retailing (47) | 46.8 | 2.1 | 12.8 | 2.1 | 10.6 | 2.1 | 4.3 | 17.0 | - |
| Mech & Indus Tech (45) | 82.2 | - | 6.7 | - | - | 2.2 | - | 2.2 | 4.4 |
| Medical Lab Tech (45) | 64.4 | 6.7 | 8.9 | - | - | - | 2.2 | - | 8.9 |
| Nursing (360) | 91.7 | 1.9 | 0.3 | 0.3 | 0.3 | 0.6 | 0.6 | 1.1 | - |
| Secretarial Studies (94) | 77.7 | 3.2 | 3.2 | 1.1 | 2.1 | 1.1 | 2.1 | 4.3 | 2.1 |
| Radiologic Tech (3) | 66.7 | 33.3 | - | - | - | - | - | - | - |
| Fire Science (28) | 75.0 | - | 3.6 | - | - | 3.6 | - | 3.6 | - |
| Other, combined (64) | 60.9 | 10.9 | 12.5 | 1.6 | 1.6 | 4.7 | 1.6 | - | - |
| TOTAL (1201) | 73.8 | 4.0 | 5.7 | 2.3 | 1.8 | 1.0 | 2.2 | 3.4 | 1.1 |

[a]Does not include graduates who did not respond to the question; non-respondents equalled 4.7 percent of the total.

Approximately 79 percent of females and 66 percent of males went to work in their field. Much of this difference, however, can be attributed to the large number of Nursing majors--virtually all of whom are female--who got jobs as nurses (91.7%).

Graduates were also asked if their present jobs were in their AAS fields (Q.22). These results are summarized in Table 10, page 24. At the present time, 68 percent of all respondents work in their field of training; this compares favorably with the 73.8 percent whose first job was in the field. The most frequently given reasons by those not in a job-related field were: loss of interest (6.2%), no available jobs (4.0%), or a variety of other explanations that were not classified (8.0%).

Looking at current employment by program(Table 10), it is apparent that large proportions of respondents who are presently working in the area in which they were trained were graduates of Fire Science (85.7%), Nursing (83.6%), Electrical Technology (77.0%), and Accounting (72.2%) programs. Relatively smaller percentages of Community Mental Health (36.4%), Marketing and Retailing (38.3%), and Business/Management (40.8%) graduates were employed in jobs related to these fields. Community Mental Health and Business/Management graduates who are not presently employed in the field said it was because they "lost interest"; sizable numbers of them also said that no jobs were available. Marketing and Retailing graduates not working in the field advanced a wide variety of explanation including inadequate training, low salary, loss of interest, and other, non-classified reasons.

Five years after graduation, women are more likely to be working in the field of their AAS degree than men[1]--71.1 percent of the females are so employed as compared to 63.7 percent of the males. As was the case for first job after graduation, much of the difference is accounted for by the large number of female Nursing majors in the sample, 84 percent of whom are currently employed as nurses.

Source of first job. Responses to Question 13, which asked students how they located their first full-time job after graduation, are summarized in Table 11 on page 25. Approximately 20 percent of the total sample said

[1]See Appendix C, Tables C8 and C9.

TABLE 10

Percentage of Respondents by Program Area Whose Current Job Is or Is Not in the Field for Which They Trained, and Why

(Figures in percentages)

| PROGRAM AREA (N) | Current Job in Field | Current Job Not In Field Because:[a] | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | No Jobs Available | Inadequate Training | Left for More Money | Doesn't Want to Work | Lost Interest | Other | Multiple Reasons |
| Accounting (97) | 72.2 | 2.1 | 2.1 | 3.1 | 1.0 | 6.2 | 7.2 | - |
| Business/Management (76) | 40.8 | 5.3 | 13.2 | 3.9 | 1.3 | 17.1 | 10.5 | 1.3 |
| Chemical Tech (8) | 62.5 | 12.5 | 12.5 | 12.5 | - | - | - | - |
| Advertising Art & Design (28) | 57.1 | 17.9 | - | - | - | - | 17.9 | 3.6 |
| Construction Tech (17) | 58.8 | 11.8 | - | 5.9 | - | - | 11.8 | 5.9 |
| Data Processing (68) | 63.2 | 5.9 | 4.4 | 1.5 | - | 8.8 | 11.8 | 1.5 |
| Dental Hygiene (23) | 65.2 | 4.3 | - | - | 8.7 | - | 8.7 | - |
| Dental Lab Tech (9) | 66.7 | - | - | - | - | 11.1 | 22.2 | - |
| Education/Child Care (65) | 58.5 | 10.8 | 4.6 | 3.1 | - | 12.3 | 7.7 | - |
| Community Mental Health (11) | 36.4 | 18.2 | - | 9.1 | - | 27.3 | - | - |
| Electrical Tech (74) | 77.0 | 4.1 | 2.7 | 1.4 | - | 4.1 | 5.4 | - |
| Graphic Arts/Adv Tech (20) | 65.0 | 5.0 | - | - | - | 5.0 | 10.0 | 5.0 |
| Hotel & Restaurant Manag (19) | 63.2 | 5.3 | - | 5.3 | - | 5.3 | 21.1 | - |
| Marketing & Retailing (47) | 38.3 | 4.3 | 6.4 | 6.4 | 2.1 | 6.4 | 17.0 | 8.5 |
| Mech & Indus Tech (45) | 60.0 | - | - | 2.2 | - | 20.0 | 6.7 | 6.7 |
| Medical Lab Tech (45) | 66.7 | 4.4 | 4.4 | - | 6.7 | 4.4 | 4.4 | 4.4 |
| Nursing (360) | 83.6 | 0.3 | 1.7 | - | 2.2 | 1.7 | 4.7 | 0.3 |
| Secretarial Studies (94) | 60.6 | 2.1 | 3.2 | 1.1 | 4.3 | 9.6 | 8.5 | 2.1 |
| Radiologic Tech (3) | 66.7 | - | - | - | - | - | - | 33.3 |
| Fire Science (28) | 85.7 | 3.6 | - | - | 3.6 | - | 7.2 | - |
| Other, combined (64) | 59.4 | 10.9 | 4.7 | - | - | 6.3 | 12.5 | - |
| TOTAL (1201) | 68.0 | 4.0 | 3.2 | 1.6 | 1.7 | 6.2 | 8.0 | 1.5 |

[a]Does not include 5.7 percent of the total who did not respond to the question.

TABLE 11

Percentage of Respondents Locating Their First Full-Time Job by Each Means Within Each Program[a]

(Figures in percentages)

| PROGRAM AREA (N) | Never Worked Full-Time | Already Employed | Went to School | Sources for Locating First Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | State Emply. Agency | Private Emply. Agency | College Placemt/ Dept. | News-paper | Relative/ Friend | Self | Other[b] |
| Accounting (97) | 6.2 | 28.9 | 2.1 | 2.1 | 19.6 | 4.1 | 9.3 | 10.3 | 3.1 | 8.3 |
| Business/Management (76) | 9.2 | 18.4 | 1.3 | 2.6 | 11.8 | 2.6 | 17.1 | 21.1 | 6.6 | 7.9 |
| Chemical Tech (8) | - | 25.0 | - | 12.5 | 12.5 | 37.5 | - | - | - | 12.5 |
| Advertising Art & Design (28) | - | 7.1 | 3.6 | 7.1 | 10.7 | 17.9 | 14.3 | 21.4 | 7.1 | - |
| Construction Tech (17) | - | 5.9 | - | - | 5.9 | 41.2 | 5.9 | 29.4 | - | 5.9 |
| Data Processing (68) | 8.8 | 19.1 | 1.5 | 1.5 | 14.7 | 4.4 | 11.8 | 25.0 | 4.4 | 4.5 |
| Dental Hygiene (23) | - | 21.7 | - | 8.7 | - | 30.4 | 21.7 | 8.7 | - | 4.3 |
| Dental Lab Tech (9) | 22.2 | 11.1 | - | - | - | 11.1 | 11.1 | 11.1 | 33.3 | - |
| Education/Child Care (65) | 18.5 | 21.5 | 1.5 | 1.5 | 3.1 | 3.1 | 1.5 | 23.1 | 9.2 | 12.4 |
| Community Mental Health (11) | 9.1 | 9.1 | - | - | - | 18.2 | 9.1 | 36.4 | - | - |
| Electrical Tech (74) | 6.8 | 17.6 | 2.7 | - | 5.4 | 32.4 | 14.9 | 12.2 | 1.4 | 4.1 |
| Graphic Arts/Adv Tech (20) | 5.0 | 20.0 | - | 5.0 | 10.0 | 35.0 | 10.0 | 5.0 | 5.0 | 5.0 |
| Hotel & Restaurant Manag (19) | 10.5 | 10.5 | - | - | 5.3 | 21.1 | - | 36.8 | 5.8 | - |
| Marketing & Retailing (47) | 4.3 | 29.8 | 2.1 | - | 12.8 | 6.4 | 6.4 | 17.0 | 6.4 | 12.7 |
| Mech & Indus Tech (45) | - | 2.2 | 4.4 | - | 4.4 | 37.8 | 20.0 | 20.0 | 6.7 | 2.2 |
| Medical Lab Tech (45) | 8.9 | 15.6 | 4.4 | - | 2.2 | 13.3 | 15.6 | 11.1 | 2.2 | 24.5 |
| Nursing (360) | 3.3 | 21.4 | - | 1.1 | 1.4 | 1.1 | 13.3 | 19.2 | 25.3 | 7.3 |
| Secretarial Studies (94) | 5.3 | 9.6 | - | - | 22.3 | 19.1 | 14.9 | 9.6 | 5.3 | 11.8 |
| Radiologic Tech (3) | 33.3 | - | - | - | - | - | 33.3 | 33.3 | - | - |
| Fire Science (28) | - | 75.0 | - | - | - | - | 3.6 | 3.6 | 10.7 | 3.6 |
| Other, combined (64) | 17.2 | 14.1 | 3.1 | 4.7 | 6.2 | 7.8 | 17.2 | 12.5 | 3.1 | 6.2 |
| TOTAL (1201) | 6.4 | 19.8 | 1.2 | 1.6 | 7.6 | 10.3 | 12.5 | 16.9 | 11.2 | 7.6 |

[a] Does not include 1.4 percent of the total who gave multiple responses nor the 3.3 percent of the total who did not respond to the question.

[b] "Other" includes those who took a Civil Service Examination (0.5%); located a job through a cooperative education or other field placement experience (3.9%); and miscellaneous sources (3.2%).

that they already had a job at the time of graduation.[1] Approximately 17 percent said that they found employment through friends or relatives; 13 percent through the newspapers; 11 percent through their own efforts ("self"); and about 10 percent through a college contact placement office, department, or professor.

These results are fundamentally different from those of the second survey. No 1966 graduate wrote that (s)he had a job at the time of graduation, compared with the 20 percent on the current Survey who had. On the other hand, about one-third of the 1966 graduates and one-tenth of the 1973 graduates indicated that they had obtained employment through a college contact. Furthermore, many more of the 1966 respondents said they used a private employment agency (15% compared to the current 7.6%) or the State Employment Service (5% compared to 1.6%).

Closer examination of the data in Table 11 suggests that certain sources for one's first job are more prevalent for different fields. For the fields of Accounting, Marketing and Retailing, and Fire Science, the modal response was that the graduate was already, previously employed. Friends or relatives were the most frequently mentioned means by which Business/Management, Advertising Art and Design, Data Processing, Education/Child Care, Community Mental Health, and Hotel and Restaurant Management graduates obtained their first full-time job. The colleges' placement offices and/or faculty were good sources for Chemical Technology, Construction Technology, Graphic Arts and Advertising Technology, and Mechanical and Industrial Technology majors. Secretarial Studies graduates relied on private employment agencies. Nurses and Dental Laboratory Technicians most commonly relied on "self"--their own initiative.

Governmental employment. Approximately one-third (36.2%) of our sample worked for city, state, or federal agencies (Q.27),[2] as compared with 21 percent of the 1966 group.[3] The increase seems to be predominantly in respondents who worked for municipal agencies and for more than one governmental level. Approximately 22 percent of the 1973 class worked for city or county agencies as opposed to 13 percent of the 1966 graduates; 6.6 percent of the current group worked for a federal

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[1] This response was not one of those provided on the questionnaire, but was written in the space provided for "other".

[2] See Appendix C, Table C10.

[3] 1973 proportions are based on all 1,201 respondents (including those who did not answer the question), whereas those for 1966 do not include non-respondents. Comparably calculated figures for 1973 would be slightly higher than those we are reporting.

agency, as compared with 5 percent of the 1966 class; approximately 5 percent of both classes worked for a state agency; while 2.3 percent of the 1973 respondents and 1.0 percent of the 1966 respondents worked for agencies at more than one level of government.

Programs with larger than average (modal) proportions of graduates who have worked for a governmental agency include (as might be expected) Education/Child Care, Community Mental Health, Nursing, and Fire Science. More than two-thirds (70.2%) of those who responded indicated that they worked in governmental jobs related to their field.[1] Of these, Education/Child Care, Community Mental Health, Nursing, and Fire Science graduates are more likely than other graduates to have jobs related to their field of study, and more likely to have worked at the city or county level. Larger than average proportions of Business/Management, Chemical Technology, Dental Laboratory Technology, Graphic Arts/Advertising Technology, and Marketing and Retailing graduates worked for a federal agency.

Number of different employers and promotions. In Question 23, we asked respondents how many different employers and job titles they had had since they were graduated from college. The question was unfortunately worded ambiguously, and many respondents who had had the same employer or the same job title indicated "0" different ones. As a result, the responses are somewhat difficult to interpret. Almost half the respondents had "0" (19.2%) or "1" (27.8%) different employers; 27.5 percent had "2"; and 15.0 percent had "3" different employers. A total of 7.9 percent had "four or more", and 2.7 percent did not respond to the question.

In terms of different job titles, 12.5 percent of the respondents reported having "0 different" titles; 21.1 percent had "1"; 27.9 percent had "2"; and 14.4 percent and 7.2 percent had "3" or "four or more", respectively. (There were 16.9% who did not respond). When asked (Q.24) whether they would have preferred "more", "fewer", or "about the same number" of employers, more than half (54.7%) the graduates said that they would prefer "about the same number".

To determine whether our respondents had been promoted or had changed fields we compared their job title after graduation (Q.15) with their present job title (Q.20). For 17.1 percent of the sample, we were

[1] See Appendix C, Table C11.

unable to make a judgment. For approximately 27 percent, there was no change in job title. Based on job titles, we judged that 29.1 percent clearly advanced in their field, and an additional 9.8 percent changed fields. (The remaining 16.8 percent did not respond to one or both of the questions.)

The only field in which there was a higher than average proportion of promotions was Accounting; 46.4 percent of the Accounting majors appeared to have been promoted or given titles of more responsibility. Dental Hygiene, Community Mental Health, Medical Laboratory Technology, Nursing, Radiologic Technology, and Fire Science majors had higher than average proportions of persons with no change in job title. Business/Management, Checmical Technology, Education/Child Care, Hotel and Restaurant Management, and Radiologic Technology graduates tend to change fields--i.e., their current job title was rated to be in a different field than their first job title--more often than the general sample.

Salary. Table 12, page 29, summarizes responses to Question 18, which asked the graduates to indicate their annual salary on their first full-time job after graduation from community college. For the 1966 sample, the modal salary range was $5,000 to $7,500. For the 1973 class the modal salary was $10,000 to $12,499. An additional 27.4 percent of the 1973 group indicated a first salary within the $7,500 to $9,999 range; less than 20 percent (18.2%) earned between $5,000 and $7,500. Inflation notwithstanding, the shift toward higher salaries may be somewhat deceiving, however, due to the fact that variations by program are quite substantial. Furthermore, the differences in the ages of these two classes may have meant that more 1973 graduates had prior work experience and thus were able to demand a higher salary after community college graduation.

Looking at Table 12, it can be seen that there were substantial differences in salary by program area. In fact, although the modal salary for all respondents combined was $10,000 to $12,499, the most frequent salary range for 13 of the 21 program curricula was $7,500 to $9,999. For Advertising Art and Technology, Education/Child Care, and Dental Laboratory Technology, the modal first salary was $5,000 to $7,499. The programs in which starting salaries tended to be the highest were Fire Science, Nursing, Dental Hygiene, and Radiologic Technology.

TABLE 12

Percentage of Respondents by Program Area Reporting Annual Salary on Their First, Full-Time Job[a]

(Figures in percentages)

| PROGRAM AREA (N) | Salary Range for First Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less Than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $14,999 | Over $15,000 | Part-time/ Overtime |
| Accounting (97) | 6.2 | 24.7 | 30.9 | 19.6 | 4.1 | 4.1 | - |
| Business/Management (76) | - | 28.9 | 38.2 | 13.2 | 3.9 | 7.9 | - |
| Chemical Tech (8) | 25.0 | 25.0 | 37.5 | 12.5 | - | - | - |
| Advertising Art & Design (28) | 10.7 | 50.0 | 21.4 | 7.1 | - | - | - |
| Construction Tech (17) | 5.9 | 11.8 | 47.1 | 17.6 | 11.8 | 5.9 | - |
| Data Processing (68) | - | 23.5 | 48.5 | 10.3 | 5.9 | 2.9 | - |
| Dental Hygiene (23) | - | 13.0 | 26.1 | 30.4 | 13.0 | 4.3 | 8.7 |
| Dental Lab Tech (9) | 11.1 | 33.3 | 11.1 | 22.2 | - | - | - |
| Education/Child Care (65) | 12.3 | 38.5 | 33.8 | 9.2 | - | - | 1.5 |
| Community Mental Health (11) | 9.1 | 9.1 | 36.4 | 18.2 | 9.1 | - | - |
| Electrical Tech (74) | 2.7 | 9.5 | 43.2 | 17.6 | 13.5 | 6.8 | - |
| Graphic Arts/Adv Tech (20) | - | 30.0 | 35.0 | 10.0 | 5.0 | 5.0 | 5.0 |
| Hotel & Restaurant Manag (19) | 10.5 | 26.3 | 42.1 | 10.5 | - | 5.3 | 5.3 |
| Marketing & Retailing (47) | 4.3 | 21.3 | 40.4 | 19.1 | 8.5 | 4.3 | - |
| Mech & Indus Tech (45) | 2.2 | 24.4 | 40.0 | 17.8 | 2.2 | 11.1 | - |
| Medical Lab Tech (45) | 4.4 | 22.2 | 20.0 | 24.4 | 15.6 | 2.2 | 2.2 |
| Nursing (360) | 1.4 | 1.9 | 9.2 | 60.6 | 18.1 | 1.7 | 0.8 |
| Secretarial Studies (94) | 5.3 | 37.2 | 40.4 | 9.6 | - | - | - |
| Radiologic Tech (3) | - | - | 33.3 | 33.3 | 33.3 | - | - |
| Fire Science (28) | - | 10.7 | 3.6 | 14.3 | 7.1 | 53.6 | - |
| Other, combined (64) | 6.3 | 18.8 | 32.8 | 21.9 | 3.1 | 4.7 | 1.6 |
| TOTAL (1201) | 3.7 | 18.2 | 27.4 | 29.1 | 9.2 | 4.4 | 0.9 |

[a]Does not include non-respondents, 7.2 percent of the total.

In general, the modal salary for the first full-time job was higher for women ($10,000 to $12,499) than for men ($7,500 to $9,999)[1]; however, this was almost entirely due to the large number of Nursing graduates--predominantly female--who had relatively high ($10,000-$12,499) annual salaries at their first job. For women in most other program areas, the most frequent salary was between $5,000 and $9,999.

Table 13 (page 31) summarizes the current salaries of the 1973 respondents (Q. 21); 17.3 percent of the sample did not respond to the question. Of those who did respond, the largest proportion indicated an annual current salary of more than $15,000. This is an increase from the modal salary of the 1966 graduates: five years after graduation, 53 percent of the 1966 graduates indicated their salary as between $7,500 and $9,999. Furthermore, 21.3 percent of the 1973 respondents (25.8% of those who answered the question) had a current yearly salary between $12,500 and $14,499, and an additional 16.7 percent (20.1% of responders) said they earned between $10,000 and $12,499 a year. Almost 90 percent of the 1973 graduates responding report current salaries of $10,000 a year or more as compared with 26 percent of the 1966 class five years after graduation.

The current modal salary for women graduates has not kept pace with that of the men graduates.[2] Approximately 53 percent of the males report salaries of "over $15,000", while the largest proportion (24%) of women earn salaries in the $12,500 to $14,499 range.

Examining Table 13 for variations in current salary by program area, it is apparent that relatively high proportions of Accounting, Construction Technology, Data Processing, Electrical Technology, Mechanical Technology, and Fire Science graduates are earning in excess of $15,000 a year. In contrast, relatively large proportions of graduates of Secretarial Studies, Community Mental Health, Advertising Art and Design, and Education/Child Care programs are earning less than $12,500 on an annual basis.

Career progress and expectations. Almost all respondents, 79.4 of the sample, indicated that they liked their work (Q.20). Only 10

[1] See Appendix C, Tables C12 and C13.

[2] See Appendix C, Tables C14 and C15.

TABLE 13

Percentage of Respondents by Program Area Reporting Annual Salary on Their Current, Full-Time Job[a]

(Figures in percentages)

| PROGRAM AREA (N) | Salary Range on Current, Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less Than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $14,999 | Over $15,000 | Part-time/ Overtime |
| Accounting (97) | - | 1.0 | 2.1 | 14.4 | 18.6 | 51.5 | - |
| Business/Management (76) | - | 3.9 | 3.9 | 28.9 | 15.8 | 36.8 | 1.3 |
| Chemical Tech (8) | - | - | 12.5 | 25.0 | 12.5 | 37.5 | - |
| Advertising Art & Design (28) | - | - | 14.3 | 32.1 | 17.9 | 7.1 | - |
| Construction Tech (17) | - | 5.9 | - | 11.8 | 11.8 | 58.8 | - |
| Data Processing (68) | - | 1.5 | 7.4 | 11.8 | 13.2 | 60.3 | - |
| Dental Hygiene (23) | - | - | 17.4 | 8.7 | 4.3 | 26.1 | 8.7 |
| Dental Lab Tech (9) | - | - | 22.2 | 22.2 | 22.2 | 11.1 | - |
| Education/Child Care (65) | 3.1 | 9.2 | 35.4 | 26.2 | 9.2 | - | 3.1 |
| Community Mental Health (11) | - | 9.1 | - | 36.4 | 9.1 | 18.2 | - |
| Electrical Tech (74) | - | 1.4 | 1.4 | 10.8 | 16.2 | 63.5 | 1.4 |
| Graphic Arts/Adv Tech (20) | - | - | - | 15.0 | 15.0 | 50.0 | - |
| Hotel & Restaurant Manag (19) | 10.5 | - | 10.5 | 21.1 | 21.1 | 31.6 | - |
| Marketing & Retailing (47) | 2.1 | - | 10.6 | 14.9 | 21.3 | 38.3 | - |
| Mech & Indus Tech (45) | - | - | 11.1 | 11.1 | 15.6 | 55.6 | - |
| Medical Lab Tech (45) | - | 2.2 | 4.4 | 17.8 | 33.3 | 17.8 | 2.2 |
| Nursing (360) | 0.3 | 0.3 | 1.4 | 7.8 | 32.2 | 29.4 | 2.5 |
| Secretarial Studies (94) | - | 3.2 | 8.5 | 38.3 | 22.3 | 7.4 | - |
| Radiologic Tech (3) | - | - | - | - | 33.3 | - | - |
| Fire Science (28) | - | - | - | - | 3.6 | 92.9 | - |
| Other, combined (64) | - | 4.7 | 7.8 | 29.7 | 4.7 | 42.2 | - |
| TOTAL (1201) | 0.5 | 1.8 | 6.4 | 16.7 | 21.3 | 34.6 | 1.3 |

[a]Does not include 17.3 percent of the total who did not respond to the question.

percent said that they did not, and the remaining 10.6 percent did not answer the question.

Graduates were asked (Q.25) how well they think they progressed in their careers considering promotions, raises, and responsibility. Table 14, page 33, summarizes their responses. For all respondents combined, half (50.9%) indicated that they progressed "about as expected". The remainder were equally divided: those feeling that they progressed "more than expected" (22.7%), and those indicating their progress was less than anticipated. (A similar pattern was obtained for males and females.) In comparing these findings with general attitudes toward work, it is interesting that approximately three-quarters of the sample enjoyed their work and felt that their progress was at least as well as they had expected it to be.

Examination of the career progress data by program (see Table 14) indicates some differences from the pattern of the total sample. For example, a relatively large proportion of Education/Child Care graduates (43.1%) progressed less well than they had expected, while a large proportion of Construction Technology graduates (41.2%) felt that their progress had been better than expected. No Dental Laboratory Technology majors and few (4.3%) Dental Hygiene graduates felt that their career progress was better than they would have expected.

Educational Attainments after Community College

Table 15 summarizes the responses to Question 28, in which the graduates were asked whether they continued their education after completing the AAS degree. Approximately 63 percent of them did so--a similar proportion as that found for the 1966 graduates. Graduates of that class, however, were more likely to continue their schooling on a full-time basis immediately after being graduated from community college.

Approximately 43.0 percent of the 1973 graduates attended a four-year CUNY college (this represents 68.8 percent of those who continued their education); 15.2 percent (or 24.4 percent of those continuing) attended other non-CUNY colleges. In contrast, 31 percent of those in

TABLE 14

Percentage of Respondents by Program Area Evaluating Their Career Progress Relative to Expectations[a]

(Figures in percentages)

| PROGRAM AREA (N) | Career Progress | | |
|---|---|---|---|
| | Less Than Expected | As Expected | More Than Expected |
| Accounting (97) | 21.6 | 48.5 | 24.7 |
| Business/Management (76) | 22.4 | 51.3 | 21.1 |
| Chemical Tech (8) | 37.5 | 25.0 | 37.5 |
| Advertising Art & Design (28) | 35.7 | 46.4 | 10.7 |
| Construction Tech (17) | 11.8 | 47.1 | 41.2 |
| Data Processing (68) | 20.6 | 45.6 | 29.4 |
| Dental Hygiene (23) | 26.1 | 65.2 | 4.3 |
| Dental Lab Tech (9) | 33.3 | 44.4 | - |
| Education/Child Care (65) | 43.1 | 41.5 | 13.8 |
| Community Mental Health (11) | 27.3 | 45.4 | 9.1 |
| Electrical Tech (74) | 25.7 | 52.7 | 18.9 |
| Graphic Arts/Adv Tech (20) | 10.0 | 55.0 | 30.0 |
| Hotel & Restaurant Manag (19) | 26.3 | 52.6 | 21.1 |
| Marketing & Retailing (47) | 27.6 | 46.8 | 25.5 |
| Mech & Indus Tech (45) | 22.2 | 46.7 | 31.1 |
| Medical Lab Tech (45) | 28.9 | 51.1 | 13.3 |
| Nursing (360) | 17.2 | 53.6 | 24.4 |
| Secretarial Studies (94) | 19.1 | 53.2 | 24.5 |
| Radiologic Tech (3) | - | 66.7 | 33.3 |
| Fire Science (28) | 21.4 | 67.9 | 10.7 |
| Other, combined (64) | 17.2 | 46.9 | 28.1 |
| TOTAL (1201) | 22.1 | 50.9 | 22.7 |

[a]Does not include 4.3 percent of the total who did not respond to the question.

TABLE 15

Percentage of Respondents by Program Area Who Continued Their Education at Various Types of Institutions[a]

(Figures in percentages)

| PROGRAM AREA (N) | AAS Only | School Attended: | | |
|---|---|---|---|---|
| | | CUNY 4-yr. College(s)[b] | Other 4-yr. College(s)[c] | Professional, Technical, or "other" |
| Accounting (97) | 18.6 | 63.9 | 15.5 | 2.1 |
| Business/Management (76) | 26.3 | 64.5 | 7.9 | 1.3 |
| Chemical Tech (8) | 12.5 | 62.5 | 25.0 | - |
| Advertising Art & Design (28) | 35.7 | 35.7 | 10.7 | 17.8 |
| Construction Tech (17) | 47.1 | - | 41.2 | 11.8 |
| Data Processing (68) | 36.8 | 47.0 | 10.3 | 4.4 |
| Dental Hygiene (23) | 82.6 | 13.0 | 4.3 | - |
| Dental Lab Tech (9) | 55.6 | 44.4 | - | - |
| Education/Child Care (65) | 15.4 | 76.9 | 4.6 | 3.1 |
| Community Mental Health (11) | 18.2 | 54.5 | 18.2 | 9.1 |
| Electrical Tech (74) | 35.1 | 40.6 | 20.3 | 4.1 |
| Graphic Arts/Adv Tech (20) | 55.0 | 35.0 | 5.0 | 5.0 |
| Hotel & Restaurant Manag (19) | 63.2 | 21.1 | 10.5 | 5.3 |
| Marketing & Retailing (47) | 38.3 | 51.1 | 8.5 | 2.1 |
| Mech & Indus Tech (45) | 33.3 | 28.9 | 22.2 | 15.5 |
| Medical Lab Tech (45) | 20.0 | 64.4 | 13.3 | 2.2 |
| Nursing (360) | 44.4 | 29.2 | 22.5 | 3.3 |
| Secretarial Studies (94) | 58.5 | 32.0 | 4.3 | 4.3 |
| Radiologic Tech (3) | 33.3 | - | 33.3 | 33.3 |
| Fire Science (28) | 10.7 | 85.7 | 3.6 | - |
| Other, combined (64) | 28.1 | 48.4 | 17.2 | 6.3 |
| TOTAL (1201) | 37.1 | 43.0 | 15.2 | 4.2 |

[a] Does not include 0.4 percent of the total who did not respond to the question in whole or in part.

[b] Includes a total of 1.9 percent who attended more than one college, one of which was a CUNY college. A small number of these attended a second CUNY two-year college.

[c] Includes a total of 0.9 percent who attended more than one non-CUNY 4-year college.

the 1966 class who continued at a four-year institution did so at CUNY, while 53 percent went on to non-CUNY colleges. This shift from non-CUNY to CUNY colleges most probably results from open admissions policies, as well as a response to the rising costs of private and State colleges.

Graduates of Fire Science, Chemical Technology, Education/Child Care, Community Mental Health, and Accounting programs were most likely to continue their education. Graduates in Dental Hygiene, Hotel and Restaurant management, Secretarial Studies, Dental Laboratory Technology, and Graphic Arts and Advertising Technology were least likely to continue. Men were more likely to continue their education after graduation from community college than women (72% to 56.5%)[1], and they were more likely to do so at a CUNY four-year college (48.7% men vs. 36.0% women).

Baccalaureate degrees. About one-third (34.2%) of the total sample reported either that they completed a baccalaureate degree (28.8%) or will do so by the end of 1978 (5.4%) (Q.25).[2] The proportion who have already obtained their degree acounts for 47.7 percent of those who started a bachelor's program. (This is somewhat greater than the 42 percent of those in the 1966 class who went on to complete another degree.) A greater proportion of males (43.2%) than females (27.9%) in the 1973 class will have completed a bachelor's degree by the end of 1978.

An additional 7.8 percent of the 1973 sample expected to earn a bachelor's degree sometime after 1978. Another 12.1 percent said that they had started the degree, but gave no indication of expected date of completion; and 5.2 percent replied that they had begun a bachelor's program but had later withdrawn. A total of 39.7 percent responded that they had never enrolled in a baccalaureate program, and 1.1 percent of the sample did not answer the question.

Graduate school. At least 39 percent of the 1973 sample have completed part or all of a graduate program and/or are considering enrolling in graduate school.[3] Of these, 2.1 percent have completed a master's degree, and 5.4 percent are currently working toward it. The largest proportion, 27.1 percent, indicated they were contemplating an advanced degree. (4.1% gave incomplete--non-scorable--responses.) More women (47.7%) than men (41.4%) said they intended to obtain a graduate degree.

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[1] Appendix C, Table C16.

[2] Appendix C, Table C17.

[3] Appendix C, Table C18.

Salary and schooling. An examination of the relationship between salary on the first full-time job and continued education reveals that the group most likely to go on with schooling were those respondents in the highest salary range. Approximately 75 percent (73.6%) of those reporting a first full-time salary of more than $15,000 a year said they continued their education, as compared with 62.9 percent of the total respondents. Interestingly, a larger proportion of these highest earners (58.5%), as compared with all other salary ranges, attended a CUNY four-year college.

There is some indication that those graduates who continued their education past the AAS degree are currently more likely to be earning higher salaries.[1] Whereas 28.7 percent of those graduates who obtained no further schooling reported earnings in excess of $15,000 per year, 37.3% of those continuing at a CUNY college and 42.6% of those who went on to non-CUNY institutions reported these salaries. However, it should be noted that those continuing at four-year colleges were also more likely than their AAS-only counterparts to be earning the lowest salaries on our scale, possibly because some of them may still be attending college.

## Program Evaluation and Satisfaction

In this final section of the results we will present graduates' views of their community college educational experience as it related to job attainment, advancement, and general career satisfaction.

Importance of AAS degree in obtaining first job. Since we were interested in the importance of the AAS degree, we asked the 1973 graduates to describe its importance in relation to obtaining their first full-time job after graduation (Q.16) and in relation to performing job activities on a day-to-day basis (Q.17). Their responses are summarized in Tables 16 and 17, respectively.

As can be seen in Table 16 on page 37, 48.6 percent of the total respondents said that their AAS degree was "required" for obtaining their first job; this is considerably higher than the 37 percent of the 1966 graduates who indicated that their community college degree was a job requirement. An additional 18.1 percent of the 1973 group told us that

[1] See Appendix C, Table C19.

TABLE 16

Percentage of Respondents by Program Area Indicating How Important The AAS Degree Was In Obtaining First Job[a]

(Figures in percentages)

| PROGRAM AREA (N) | In Obtaining First Job, AAS degree was: | | | |
|---|---|---|---|---|
| | Required | Not Required But Very Important | Not Required But Somewhat Important | Neither Required Nor Important |
| Accounting (97) | 40.2 | 23.7 | 18.6 | 9.3 |
| Business/Management (76) | 18.4 | 14.5 | 36.8 | 23.7 |
| Chemical Tech (8) | 37.5 | 37.5 | - | 25.0 |
| Advertising Art & Design (28) | 35.7 | 10.7 | 28.6 | 17.9 |
| Construction Tech (17) | 47.1 | 23.5 | 17.6 | 11.8 |
| Data Processing (68) | 23.5 | 20.6 | 25.0 | 20.6 |
| Dental Hygiene (23) | 91.3 | - | 4.3 | - |
| Dental Lab Tech (9) | 33.3 | 33.3 | 22.2 | 11.1 |
| Education/Child Care (65) | 40.0 | 29.2 | 16.9 | 6.2 |
| Community Mental Health (11) | 27.3 | 27.3 | 18.2 | 18.2 |
| Electrical Tech (74) | 43.2 | 27.0 | 16.2 | 6.8 |
| Graphic Arts/Adv Tech (20) | 35.0 | 25.0 | 20.0 | 15.0 |
| Hotel & Restaurant Manag (19) | 31.6 | 36.8 | 26.3 | 5.3 |
| Marketing & Retailing (47) | 14.9 | 17.0 | 31.9 | 36.2 |
| Mech & Indus Tech (45) | 42.2 | 22.2 | 24.4 | 8.9 |
| Medical Lab Tech (45) | 57.8 | 8.9 | 11.1 | 15.6 |
| Nursing (360) | 80.3 | 8.9 | 5.8 | 1.7 |
| Secretarial Studies (94) | 28.7 | 30.9 | 23.4 | 12.8 |
| Radiologic Tech (3) | 66.7 | - | - | 33.3 |
| Fire Science (28) | - | 28.6 | 7.1 | 50.0 |
| Other, combined (64) | 40.6 | 17.2 | 21.9 | 12.5 |
| TOTAL (1201) | 48.6 | 18.1 | 16.7 | 11.2 |

[a] Does not include 5.4 percent of the total who did not respond to the question, or whose response could not be coded.

their training was "very important, although not required". Relatively few respondents felt that their training was irrelevant; 16.7 percent rated it "somewhat important", and 11.2 percent said that their degree was "neither required nor important." (The remaining 5.4% did not respond to the question.)

In terms of differences by program area, almost all persons who majored in Dental Hygiene and Nursing obtained jobs for which their AAS degree was a requirement. In contrast, relatively few Business/Management, Marketing and Retailing, and Fire Science graduates felt their degrees were required. The largest proportion of graduates who indicated that their training was "neither required nor important" for obtaining their first job had majored in Fire Science and Marketing and Retailing programs.

Importance of AAS degree for day-to-day job performance. Table 17 on page 39 summarizes graduates' ratings of the importance of their training in performing the day-to-day activities on their first full-time job after graduation. For the total sample, the largest proportion (40.8%) felt that their training was "very important". Most of the remaining respondents (37.1%) indicated that it was "important"; there were 17.5 percent who reported that their degree was "not important".

Graduates of Dental Hygiene, Nursing, Radiologic Technology, Hotel and Restaurant Management, Education/Child Care, and Chemical Technology programs were most likely to rate their training as "very important". As was the case in obtaining the first job, those in Marketing and Retailing and Business/Management tended to perceive the value of the AAS degree as "not important" considerably more frequently than graduates of other programs.

A direct comparison between these results and those on the 1966 survey is difficult due to differences in the phrasing of the response categories. In the 1966 survey the categories were "Important" (selected by 56% of the respondents); "Relevant, but not important" (selected by 31%); and "irrelevant" (14%). A reasonable statement would be that a great many more 1973 than 1966 respondents felt that their training was important or very important (77.9% vs. 56%) and somewhat fewer 1973 graduates felt that their training was either not important or irrelevant (17.5% vs. 44%). Such an interpretation suggests that there has been a considerable

TABLE 17

Percentage of Respondents by Program Area Indicating How Important AAS Training Was In First Job Performance[a]

(Figures in percentages)

| PROGRAM AREA (N) | In Performing First Job, AAS Training Was: | | |
|---|---|---|---|
| | Very Important | Important | Not Important |
| Accounting (97) | 23.7 | 45.4 | 23.7 |
| Business/Management (76) | 7.9 | 35.5 | 50.0 |
| Chemical Tech (8) | 50.0 | 25.0 | 25.0 |
| Advertising Art & Design (28) | 7.1 | 53.6 | 28.6 |
| Construction Tech (17) | 35.3 | 47.1 | 17.6 |
| Data Processing (68) | 26.5 | 44.1 | 19.1 |
| Dental Hygiene (23) | 73.9 | 21.7 | - |
| Dental Lab Tech (9) | 44.4 | 22.2 | 33.3 |
| Education/Child Care (65) | 50.8 | 29.2 | 16.9 |
| Community Mental Health (11) | 45.5 | 18.2 | 27.3 |
| Electrical Tech (74) | 21.6 | 60.8 | 13.5 |
| Graphic Arts/Adv Tech (20) | 30.0 | 55.0 | 10.0 |
| Hotel & Restaurant Manag (19) | 52.6 | 47.4 | - |
| Marketing & Retailing (47) | 12.8 | 36.2 | 51.1 |
| Mech & Indus Tech (45) | 31.1 | 48.9 | 20.0 |
| Medical Lab Tech (45) | 40.0 | 28.9 | 22.2 |
| Nursing (360) | 68.1 | 26.4 | 2.5 |
| Secretarial Studies (94) | 31.9 | 44.7 | 20.2 |
| Radiologic Tech (3) | 66.7 | 33.3 | - |
| Fire Science (28) | 28.6 | 32.1 | 32.1 |
| Other, combined (64) | 26.6 | 43.7 | 21.9 |
| TOTAL (1201) | 40.8 | 37.1 | 17.5 |

[a]Does not include 4.6 percent of the total who did not respond to the question.

increase in the perceived value of the AAS degree, both for obtaining a job and for performance on the job.

Course emphasis for job performance. Question 34 asked the graduates to indicate whether they felt that technical and liberal arts courses should have received "more", "less", or "about the same" emphasis for helping them in the performance of the day-to-day tasks on their first job. Table 18 summarizes the responses by program. (See page 41.)

Looking at the left half of the table, it can be seen that more than half (53.6%) of the sample (63% of those responding to this question) felt that technical courses should have received more emphasis; 30.1 percent (or 35% of those responding) felt that the degree of emphasis had been appropriate; and 1.2% felt there should have been "less emphasis" on technical course content.

Graduates of the following programs felt, to a much greater extent than average, that there should have been greater emphasis on technical training: Hotel and Restaurant Management, Nursing, Dental Laboratory Technology, Business/Management, and Construction Technology. Those most satisfied with the level of emphasis of technical courses were graduates majoring in Graphic Arts/Advertising Technology, Secretarial Studies, Fire Science, and Community Mental Health.

Similar comparisons for liberal arts courses are presented in the right half of Table 18. The greatest proportion of the sample, 39 percent (54.9% of those responding), felt that the emphasis given to liberal arts was appropriate; 19.2 percent of the sample (27.0% of those responding) would have preferred "less emphasis" on liberal arts; and 12.9 percent of the sample (18.2% of those responding to the question) felt a need for "greater emphasis" on liberal arts courses.

In comparison to the overall trends, respondents in Hotel and Restaurant Management and Fire Science were more likely to want a greater emphasis on liberal arts, while a comparatively large proportion of graduates of Accounting and Mechanical and Industrial Technology programs said that they could have performed their duties as well with less emphasis on liberal arts courses.

A somewhat smaller percentage of 1966 than 1973 respondents (54% as compared to 63%) felt that "skills" (i.e., technical) courses should have received greater emphasis. On the other hand, more 1966 than 1973 graduates felt that a greater stress should have been placed on liberal

TABLE 18

Percentage of Respondents by Program Area Indicating How Much Emphasis Should Be on Technical and Liberal Arts Courses for Job Performance

(Figures in percentages)

| PROGRAM AREA (N) | Emphasis on Technical Courses | | | | Emphasis on Liberal Arts Courses | | | |
|---|---|---|---|---|---|---|---|---|
| | Greater | Same | Less | NR | Greater | Same | Less | NR |
| Accounting (97) | 43.3 | 32.0 | 3.1 | 21.6 | 16.5 | 29.9 | 28.9 | 24.7 |
| Business/Management (76) | 64.5 | 19.7 | 1.3 | 14.5 | 9.2 | 35.5 | 25.0 | 30.3 |
| Chemical Tech (8) | 62.5 | 25.0 | - | 12.5 | - | 25.0 | 25.0 | 50.0 |
| Advertising Art & Design (28) | 42.9 | 25.0 | - | 32.1 | 7.1 | 42.9 | 17.9 | 32.1 |
| Construction Tech (17) | 64.7 | 35.3 | - | - | 5.9 | 23.5 | 17.6 | 52.9 |
| Data Processing (68) | 51.5 | 29.4 | 1.5 | 17.6 | 13.2 | 39.7 | 19.1 | 27.9 |
| Dental Hygiene (23) | 56.5 | 34.8 | - | 8.7 | 4.3 | 47.8 | 21.7 | 26.1 |
| Dental Lab Tech (9) | 66.7 | 33.3 | - | - | 11.1 | 44.4 | 11.1 | 33.3 |
| Education/Child Care (65) | 33.8 | 32.3 | 1.5 | 32.3 | 16.9 | 53.8 | 10.8 | 18.5 |
| Community Mental Health (11) | 9.1 | 45.5 | 9.1 | 36.4 | 18.2 | 54.5 | - | 27.3 |
| Electrical Tech (74) | 51.4 | 40.5 | - | 8.1 | 9.5 | 52.7 | 12.2 | 25.7 |
| Graphic Arts/Adv Tech (20) | 35.0 | 60.0 | - | 5.0 | 10.0 | 40.0 | 15.0 | 35.0 |
| Hotel & Restaurant Manag (19) | 68.4 | 31.6 | - | - | 21.1 | 36.8 | 5.3 | 36.8 |
| Marketing & Retailing (47) | 59.6 | 23.4 | 4.3 | 12.8 | 10.6 | 40.4 | 21.3 | 27.7 |
| Mech & Indus Tech (45) | 60.0 | 26.7 | - | 13.3 | 2.2 | 22.2 | 31.1 | 44.4 |
| Medical Lab Tech (45) | 64.4 | 28.9 | - | 6.7 | 6.7 | 31.1 | 22.2 | 40.0 |
| Nursing (360) | 67.2 | 20.8 | - | 11.9 | 14.7 | 36.7 | 20.3 | 28.3 |
| Secretarial Studies (94) | 33.0 | 47.9 | 3.2 | 16.0 | 16.0 | 46.8 | 12.8 | 24.5 |
| Radiologic Tech (3) | - | 33.3 | 33.3 | 33.3 | - | 33.3 | - | 66.7 |
| Fire Science (28) | 28.6 | 46.4 | 7.1 | 17.9 | 21.4 | 32.1 | 7.1 | 39.3 |
| Other, combined (64) | 39.1 | 39.1 | - | 21.9 | 14.1 | 43.7 | 20.3 | 21.9 |
| TOTAL (1201) | 53.6 | 30.1 | 1.2 | 15.1 | 12.9 | 39.0 | 19.2 | 29.0 |

arts (31% compared to 18.2%).These results suggest that since more 1966 graduates went directly on to further education, they may not have relied as much on their AAS training. In contrast, the 1973 graudates, who were more likely to enter the labor force immediately after graduation, may have felt the need to be as well-skilled as possible in their specific field.

Course emphasis for job advancement. Table 19 summarizes the results of Question 35, which asked graduates how much emphasis should have been placed on technical and liberal arts courses for advancing on the job. More than half (53.5%) the total sample (63.6% of those responding to the question) would have preferred a greater emphasis on technical courses; 28.6% (34% of those responding) felt the emphasis was appropriate; and 2% said less emphasis would have been preferable. These results are very similar to those obtained above. (See Table 19, page 43.)

The same pattern of response prevails in terms of liberal arts; 18.2 percent of the total sample (26.1% of those responding to the question) felt that, for advancing on the job more stress should have been put on liberal arts courses; 15.9 percent (22.7% of those responding) felt less stress was needed; and the largest proportion--35.6 percent of the total sample, or 51 percent of those responding--felt that the degree of emphasis had been appropriate. Although relatively few graduates indicated that more emphasis on liberal arts was needed, more of them thought that it would have been an aid in job advancement than in job performance.

Comparing 1973 and 1966 graduates, it is apparent that liberal arts has come to be perceived differently: almost 44 percent of the 1966 respondents as compared to 26.1 percent of the 1973 group felt that more emphasis on liberal arts courses would have aided job advancement. Furthermore, the 1973 graduates tend to feel that technical skills are more important for advancement than did the 1966 graduates. These trends may reflect changes in employers' requirements over the course of the years, or a change in the perceptions of the students: Possibly the fact that the average 1973 graduate was older with more life experience than the 1966 graduate made liberal arts courses seem less relevant.

Retrospective choice of major can be considered another indication of graduates' satisfaction with the education they received and their

TABLE 19

Percentage of Respondents by Program Area Indicating How Much Emphasis Should be on Technical and Liberal Arts Courses for Job Advancement

(Figures in percentages)

| PROGRAM AREA (N) | Emphasis on Technical Courses | | | | Emphasis on Liberal Arts Courses | | | |
|---|---|---|---|---|---|---|---|---|
| | Greater | Same | Less | NR | Greater | Same | Less | NR |
| Accounting (97) | 52.6 | 23.7 | 2.1 | 21.6 | 21.6 | 28.9 | 25.8 | 23.7 |
| Business/Management (76) | 64.5 | 14.5 | 3.9 | 17.1 | 17.1 | 23.7 | 25.0 | 34.2 |
| Chemical Tech (8) | 75.0 | 12.5 | - | 12.5 | 12.5 | 12.5 | 25.0 | 50.0 |
| Advertising Art & Design (28) | 50.0 | 17.9 | - | 32.1 | 17.9 | 35.7 | 10.7 | 35.7 |
| Construction Tech (17) | 58.8 | 41.2 | - | - | 11.8 | 35.3 | - | 52.9 |
| Data Processing (68) | 52.9 | 25.0 | 4.4 | 17.6 | 22.1 | 33.8 | 16.2 | 27.9 |
| Dental Hygiene (23) | 52.2 | 34.8 | 4.3 | 8.7 | 13.0 | 39.1 | 17.4 | 30.4 |
| Dental Lab Tech (9) | 77.8 | - | 11.1 | 11.1 | 11.1 | 22.2 | 22.2 | 44.4 |
| Education/Child Care (65) | 32.3 | 33.8 | 1.5 | 32.3 | 21.5 | 50.8 | 6.2 | 21.5 |
| Community Mental Health (11) | 9.1 | 54.5 | 9.1 | 27.3 | 27.3 | 36.4 | 9.1 | 27.3 |
| Electrical Tech (74) | 59.5 | 32.4 | 1.4 | 6.8 | 20.3 | 44.6 | 9.5 | 25.7 |
| Graphic Arts/Adv Tech (20) | 50.0 | 40.0 | - | 10.0 | 20.0 | 40.0 | - | 40.0 |
| Hotel & Restaurant Manag (19) | 68.4 | 26.3 | - | 5.3 | 26.3 | 26.3 | 10.5 | 36.8 |
| Marketing & Retailing (47) | 51.1 | 34.0 | 2.1 | 12.8 | 14.9 | 34.0 | 19.1 | 31.9 |
| Mech & Indus Tech (45) | 62.2 | 26.7 | - | 11.1 | 8.9 | 22.2 | 24.4 | 44.4 |
| Medical Lab Tech (45) | 55.6 | 24.4 | 4.4 | 15.6 | 4.4 | 33.3 | 20.0 | 42.2 |
| Nursing (360) | 59.4 | 26.4 | 1.1 | 13.1 | 18.1 | 35.8 | 16.1 | 30.0 |
| Secretarial Studies (94) | 44.7 | 35.1 | 2.1 | 18.1 | 20.2 | 41.5 | 13.8 | 24.5 |
| Radiologic Tech (3) | - | 66.7 | - | 33.3 | - | 33.3 | - | 66.7 |
| Fire Science (28) | 39.3 | 35.7 | 7.1 | 17.9 | 28.6 | 35.7 | 3.6 | 32.1 |
| Other, combined (64) | 37.5 | 42.2 | - | 20.3 | 18.7 | 43.8 | 15.6 | 21.9 |
| TOTAL (1201) | 53.5 | 28.6 | 2.0 | 16.0 | 18.2 | 35.6 | 15.9 | 30.2 |

subsequent career. Table 20 (page 45) summarizes data showing that 69 percent of the sample (73.8% of those responding to the question) indicated that they would choose the same major today as they chose before (Q.36). Approximately 20 percent (19.6%) would select another AAS career program, while 4.2 percent said they would have studied liberal arts if they were to make a choice today. There was less than 1 percent (0.8%) who were undecided as to what they would choose, and 6.4 percent who did not respond to the question. In the 1966 class, 67 percent of those responding to a similar question indicated they would choose the same major.

Of those who would select a different major today, the top ranking choices were, in order of frequency from most to least: Liberal Arts (specific programs); Business/Management; Nursing; Advanced Professional Programs; Accounting; and Data Processing.

Of those who would choose the same major in retrospect, 39.1 percent did not continue their education. This is approximately the same proportion as was found in the 1966 study. Approximately one-third of both the 1973 graduates (32.3%) and the 1966 graduates (36.0%) who indicated they would choose another AAS program did not continue their schooling beyond graduation from community college. On the other hand, those respondents who were undecided (0.8% of the sample) were more likely to have continued their education. In the 1966 class, 60.9 percent of those who would choose the same major continued their education as compared to 77.9 percent of those who would choose a different major--in contrast to 60.9 percent and 67.0 percent of the same two groups in 1973.

A total of 37.6 percent of the sample indicated their reasons for choosing another program of study, although 13 percent of these respondents said they would not change major. The reasons for choosing a different program (and the proportion of the sample checking each reason)[1] were: for more choice in jobs (17.6%); to earn more money (14.2%); to like one's work more (11.3%); and to further one's education more easily (10.0%).

Examining the data in Table 20 by program area yields some interesting differences. Looking back and evaluating their choice of major, graduates of Hotel and Restaurant Management, Nursing, Accounting, Chemical Technology, and Electrical Technology appear most satisfied with their choice. Not surprisingly, these areas are ones in which relatively large proportions

[1] Percentages add to more than 37.6 percent because respondents could check more than one reason.

TABLE 20

Percentage of Respondents by Program Area Who Would Choose the Same Program Based on Their Experiences Since Graduation[a]

(Figures in percentages)

| PROGRAM AREA (N) | Proportion Indicating They Would Choose: | | |
|---|---|---|---|
| | Same Program | Other AAS Program | Liberal Arts Program |
| Accounting (97) | 80.4 | 8.2 | 4.1 |
| Business/Management (76) | 53.9 | 32.9 | 5.3 |
| Chemical Tech (8) | 75.0 | - | 12.5 |
| Advertising Art & Design (28) | 57.1 | 21.4 | - |
| Construction Tech (17) | 64.7 | 29.4 | 5.9 |
| Data Processing (68) | 63.2 | 26.5 | - |
| Dental Hygiene (23) | 52.2 | 30.4 | 4.3 |
| Dental Lab Tech (9) | 44.4 | 55.6 | - |
| Education/Child Care (65) | 52.3 | 30.8 | 4.6 |
| Community Mental Health (11) | 63.6 | 27.3 | - |
| Electrical Tech (74) | 71.6 | 16.2 | 5.4 |
| Graphic Arts/Adv Tech (20) | 60.0 | 35.0 | - |
| Hotel & Restaurant Manag (19) | 89.5 | 10.5 | - |
| Marketing & Retailing (47) | 63.8 | 29.8 | 2.1 |
| Mech & Indus Tech (45) | 60.0 | 31.1 | 2.2 |
| Medical Lab Tech (45) | 55.6 | 31.1 | 6.7 |
| Nursing (360) | 85.0 | 7.2 | 3.1 |
| Secretarial Studies (94) | 48.9 | 27.7 | 13.8 |
| Radiologic Tech (3) | 33.3 | 33.3 | - |
| Fire Science (28) | 60.7 | 17.9 | 10.7 |
| Other, combined (64) | 67.2 | 26.6 | - |
| TOTAL (1201) | 69.0 | 19.6 | 4.2 |

[a]Does not include a total of 7.2 percent of the sample (including 0.8% who were undecided as to whether they would choose the same program) who did not respond to the question.

of graduates are still employed.

Comparatively large numbers of graduates who said they would choose a different program today received training in Radiologic Technology, Secretarial Science, Dental Laboratory Tehcnology, Education/Child Care, Dental Hygiene, and Business/Management. Business/Management, it should be recalled, was the second most frequently mentioned choice of other graduates as the program they would choose today. As an hypothesis, it may be that this curriculum does not prepare students for what they think it will--particularly, that many persons may believe that more opportunities are afforded to Business/Management majors than currently exist.

Factors influencing career progress. Assuming that this can provide a gauge of the importance graduates place on their AAS degree relative to other factors, Question 26 asked respondents to describe the most important factor in their career progress. Although approximately 23 percent of the sample did not respond to this open-ended question, the single factor most often mentioned by those who did was "education beyond the AAS degree" (7.1%). An additional 1.7 percent indicated "continued education" in combination with a variety of other factors as the major influence. However, almost as many respondents (6.6%) felt that the AAS degree had been the most important factor in their progress, and an additional 1.7 percent talked about the importance of the AAS degree together with other factors.

Other than education, the single most important factor was "work experience" or "on the job experience", accounting for 5.9 percent of the factors listed. Next in importance was "persistence" (5.2%); "finding the right job or field/knowing when to change jobs or field" (4.5%); "general educational experience" (5.2%); and "luck" (3.7%). Approximately 10 percent of the sample gave multiple responses with no mention of education. About 8.4 percent of the total sample gave other responses, including the "need to make more money", and "the ability to take tests" (for advancement, placement, or licenses), as well as the unqualified statement that there had been "no progress". There were also a small number of responses that we could not interpret or classify.

Other sets of comments provide a final view of the graduates' community college experiences. In Question 37 graduates were given space for any additional comments they wished to make. Although 51 percent of the sample did not respond to this question, the other 49 percent make varied and, in many instances, lengthy statements. We categorized these into positive comments (19.4%), negative comments (14.7%), and criticisms and suggestions that imply some degree of dissatisfaction (7.6%).

The positive statements include such things as community college provided "good training for jobs", and "good preparation for obtaining a baccalaureate degree". Some graduates mentioned that they had had good teachers and good programs. For others, community college was a good experience, and "the best thing [i.e., open enrollment] to ever happen to me".

In general, the negative comments were the reverse--community college was poor preparation for a job; credits could not be transferred toward a bachelor's degree; and some teachers did not care about preparing the students. Several students said that the degree was no help in getting a job--one "has to have a BA, the AAS degree is not enough".

The specific suggestions that were made tended to center around courses--the need for more applied courses; more clinical experience; required courses in public speaking, communications, and human relations. Several graduates were concerned with "keeping the standards up or the degree won't be worth much".

Some programs seemed to elicit more positive responses than the average. These were: Construction Technology, Dental Laboratory Technology, Education/Child Care, Hotel and Restaurant Management, and Radiologic Technology. Hotel and Restaurant Management and Chemical Technology graduates also gave an unusually large number of negative reactions. Graduates of Advertising Art and Design and Mechanical and Industrial Technology programs gave a very small number of positive comments. And, Dental Hygiene, Education/Child Care, Graphic Arts and Advertising Technology, and Radiologic Technology majors had less than the average number of negative comments.

## CONCLUSIONS

This study was the third in a series following up community college career program graduates in an attempt to assess their occupational and educational progress, particularly as related to their AAS experience.

As a result of two mailed questionnaires and telephone calls to more than 4,000 students who were graduated from seven CUNY community colleges in 1973, we contacted a total of 1,201 individuals. The 28.5 percent response rate was lower than that obtained previously, but the evidence--specifically, the ratio of males to females and the distribution by program area--clearly suggests that the 1973 respondents are representative of the population--the class of 1973.

Demographically, the 1973 graduate is older than the 1966 graduate, 25 to 30 compared to 20 to 24 years of age, and more likely to be female. Whereas 37 percent of the respondents in the 1966 survey were women, 59 percent of the 1973 sample are. The increase in the proportion of women graduates is attributable to the growth in the size of the colleges' nursing programs, increasing from 8.2 percent of the sample in 1966 to 30.0 percent in 1973.

There have been few gains for either males or females in enrollments in non-traditional program areas, although by 1973, there was a small increase in the number of women graduating from male-dominated programs--Accounting, Advertising Art and Design, Data Processing, and Graphic Arts and Advertising Technology.

Based on the responses of the 1966 and 1973 sample there was an increase in annual salary five years after graduation; the modal salary for 1966 graduates was between $7,500 and $10,000 per year as contrasted with the modal salary of $15,000 or more for 1973 graduates. This increase, however, probably relates to the age of graduates--older graduates tend to have had more work experience prior to community college graduation--and to inflation.

In general, graduates seemed genuinely satisfied with the training they received. For the most part, those who went to work full-time after they were graduated found jobs in their field and five years later many continued in that field, generally progressing at least as well (if not better) than they had expected. As was the case in the previous studies, it is clear that the majority of community college career program

graduates go on to continue their education at a four-year college. Many have attained a bachelor's degree and a fairly substantial number are enrolled in and intend to complete a graduate program. Thus, community college graduation is not a termination of education, but rather an important stage in a continuum.

Because of this, graduates' comments concerning difficulties in transferring credits to senior colleges, including CUNY senior colleges, assume greater importance. In general, although 1973 graduates were positive about their experiences in the two-year colleges, they were not nearly as positive as the earlier graduates. They made more critical comments and suggestions for improvement--in particular the need for more hands-on experience, the need for a higher level degree to compete in the job market, and the need to ease the transition to a four-year college.

We believe that large-scale surveys such as this serve important functions--for current and future classes of students--as a basis for considering program modification by administrators and faculty, and for the academic community at large. Maximizing their effectiveness, however, requires several ingredients. First, they should be undertaken at regular intervals to provide a basis for comparison.

Second, although it is important that the content of the instrument be similar to that covered previously, it should be redesigned to take into account suspected changes in the student population and to provide new data. For example, in the future more questions should be included about students' work experiences before and during community college.

The questionnaire content and format should be kept as simple as possible to assure the cooperation of respondents and decrease the ambiguity of their responses. Based on our experiences, the rate of response could be maintained or improved by eliminating the second mailing--which provided few additional respondents--and by allowing an extended period for telephoning--a procedure that proved more effective and almost as inexpensive.

Finally, it is crucial that the results of such studies are brought to the attention of the appropriate decision-makers if they are to have a real benefit. We have provided individual college results to the president of each participating college in anticipation that these will

supplement the aggregate data reported herein. Ideally, we would like to share the results with all CUNY administrators and to have them share their responses to some of the problems and successes experienced by their graduates. We feel that there are significant issues facing community colleges in general and career programs in particular.

# APPENDIX A

Sample "Presidents' Letter to Graduates"

Rough draft of the cover letter to the graduates which each community college president will be asked to sign [to be typed on the letterhead of the individual college]

Dear Graduate:

[Name of .....] Community College is participating in a survey of A.A.S. degree graduates of the City University of New York. As a 1973 A.A.S. graduate we invite you to complete this questionnaire describing your education and employment history after graduation.

The research survey seeks information from all career program graduates of all the CUNY community colleges whether they are working in their field of study or not. The findings are important both to other students who will be following your educational path, and to the colleges for program planning. Your response is important. It is vital that we hear from as many graduates as we can reach so that the outcomes of the study are responsive to your ideas, suggestions, and experiences.

Please fill out the questionnaire now. It will take but a few minutes for you to complete and return it to CUNY's Institute for Research and Development in Occupational Education, Center for Advanced Study in Education, in the envelope provided. We can assure you that the Center for Advanced Study in Education will keep individual students' responses confidential and anonymous. Your replies will be used only in summary form and only for research purposes.

Thank you very much for your cooperation.

Sincerely yours,

[President]

**The Graduate School and University Center**
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Dear Graduate:

With the approval of your community college, the Institute for Research and Development in Occupational Education (City University of New York) is conducting a research study of what happens to graduates after they receive their A.A.S. degree.

We are surveying the 1973 graduates from all CUNY community colleges in order to find out how they feel about their college education and what they have done since graduation. This information is necessary for understanding the effectiveness of these career programs so that they can be made more useful for current and future students.

You, as an A.A.S. graduate, are the best source of information. Since it is important that any program revisions reflect all different points of view, we need responses from as many graduates as possible.

Please fill out the enclosed questionnaire--it will only take you a few minutes. Most questions just require checking the appropriate box. Complete it now, and return it to us in the stamped envelope we have provided.

Remember that each graduate's experiences count in shaping future community college programs. No individual person will be identified by name and all answers will be used for research purposes only. You spent at least two years in the community college--we urge you to spend a few more minutes describing your reactions. We appreciate your cooperation in this study.

Sincerely,

Barbara R. Heller
Project Director

Linda Gross
Project Associate

Fred Wheeler
Project Assistant

APPENDIX B

Questionnaire

PLEASE ANSWER ALL THE QUESTIONS ON BOTH SIDES OF THE PAGES BY CHECKING THE APPROPRIATE BOX, OR BY FILLING IN THE BLANKS. IF YOU NEED MORE ROOM, USE THE MARGINS.

## SECTION A - GENERAL BACKGROUND

1. Date of Birth: _____ Month _____ Year

2. Sex: ☐ Male ☐ Female

3. Date of high school graduation: _____ Month _____ Year

4. Type of high school diploma: ☐ Academic ☐ Commercial ☐ Technical ☐ Vocational ☐ General ☐ Equivalency (G.E.D.)

5. After high school, did you go to the CUNY college of your *first* choice?

☐ Yes

☐ No. What college was your first choice? _____

6. Date of community college graduation: _____ Month _____ Year

7. Check the program area in which you received your A.A.S. degree:

☐ Accounting
☐ Business (Management)
☐ Chemical Technology
☐ Advertising Art & Design
☐ Construction Technology
☐ Data Processing
☐ Dental Hygiene
☐ Dental Laboratory Technology
☐ Education/Child Care
☐ Community Mental Health
☐ Electrical Technology
☐ Graphic Arts/Advertising Technology
☐ Hotel & Restaurant Management
☐ Marketing & Retailing
☐ Mechanical Technology
☐ Medical Laboratory Technology
☐ Nursing
☐ Secretarial Studies
☐ Radiologic Technology
☐ Other; indicate: _____

What was your *specific* major field within the program area? _____

8. If you changed major field or program in community college, what was your original major or program? _____

9. When you *started* community college, did you want to enter:

☐ A *Career* Program. Which one was your first choice? _____

☐ A *Liberal Arts* Program. Which one was your first choice? _____

10. What or who most influenced your *final decision* about your community college program?

☐ High School Counselor
☐ College Counselor
☐ College Faculty Advisor
☐ Work experience
☐ College course experience
☐ Other; explain: _____

## SECTION B - EMPLOYMENT HISTORY

11. *Immediately* after graduation from community college, did you (check one or more):

- ☐ Work full-time
- ☐ Work part-time
- ☐ Take time off, travel
- ☐ Continue school, full-time
- ☐ Continue school, part-time
- ☐ Care for home and family
- ☐ Other; explain:_____

12. Since graduation from community college, have you ever lived out of New York State because of a job for yourself?

- ☐ No
- ☐ Yes. Where did you live?_____

13. How did you locate your *first full-time* job after graduation from community college?

- ☐ I never worked full-time
- ☐ College placement office
- ☐ State employment agency
- ☐ Private employment agency
- ☐ Cooperative education contact
- ☐ Newspaper advertisement
- ☐ Relative or friend
- ☐ Other; explain:_____

14. Was your *first full-time* job after graduation from community college in the field for which you were trained?

- ☐ Yes
- ☐ I never worked full-time
- ☐ No, no jobs were available
- ☐ No, I did not have the training needed
- ☐ No, I lost interest in the field
- ☐ No, another reason; explain:_____

15. Indicate the title of your *first* job (job title or position):_____

16. Overall, in *getting* your first job, how important was your community college education? (Check one.)

- ☐ It was required for the job
- ☐ It was not required but was very important
- ☐ It was not required, but was somewhat important
- ☐ It was neither required nor important

17. Overall, in *performing the day-to-day activities* of your first job, how important was your community college education? (Check one.)

- ☐ Very important
- ☐ Important
- ☐ Not important

18. What was your yearly (annual) salary on your *first full-time* job?

☐ Less than $5,000 ☐ $7,500 - $9,999 ☐ $12,500 - $14,999
☐ $5,000 - $7,499 ☐ $10,000 - $12,499 ☐ $15,000 or more
☐ Other; explain: _____

19. What are you doing at the *present* time? (Check one or more.)

☐ Working full-time ☐ Looking for a job
☐ Working part-time ☐ In school full-time
☐ Taking time off; travelling ☐ In school part-time
☐ Caring for home and family ☐ Other; explain: _____

20. If you are now working, what is your *job title*? _____

Do you like your work? ☐ No ☐ Yes

21. If you are *now* working *full-time*, what is your yearly salary?

☐ Less than $5,000 ☐ $7,500 - $9,999 ☐ $12,500 - $14,999
☐ $5,000 - $7,499 ☐ $10,000 - $12,499 ☐ $15,000 or more
☐ Other; explain: _____

22. Are you *now* working in the field for which you trained in community college?

☐ Yes ☐ No, I do not want to work
☐ No, no jobs are available ☐ No, I lost interest in the field
☐ No, I do not have the training needed ☐ No, another reason; explain: _____
☐ No, I left for more money _____

23. Since graduation from community college, indicate how many:

Different *employers* you have had: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more
Different *job titles* you have had: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

24. Looking at your career, would you have preferred:

☐ Fewer changes in employers ☐ More changes in employers ☐ About the same number of changes in employers

25. How well do you think you have *progressed* in your career? (Consider promotions, raises, responsibility.)

☐ Less than expected ☐ More than expected ☐ About as expected

26. Looking at the progress you have made in your career, what was the *most important factor*?

_____

27. Were you ever employed by a City, State, or Federal Governmental Agency?

☐ No ☐ Yes, by a State agency

☐ Yes, by a City (Municipal) agency ☐ Yes, by a Federal agency

Was your appointment: ☐ Provisional ☐ Civil Service Examination ☐ Other

Indicate the name of the agency: _____

Your job title: _____

Was the job in a field related to your community college training? ☐ No ☐ Yes

## SECTION C - EDUCATION

28. After receiving your A.A.S. degree, did you continue your education?

☐ No

☐ Yes, at a CUNY four-year college. Which one? _____

☐ Yes, at another four-year college. Which one? _____

☐ Yes, at a professional or technical school. Which one? _____

☐ Yes, at some other school. Which one? _____

29. Are you now or have you ever been enrolled in a B.A. or B.S. degree program?

☐ No

☐ Yes. What is/was your: Major? _____

Degree? _____

Date of completion? _____

30. Are you doing or do you plan to do graduate work *beyond* the B.A. or B.S. degree?

☐ No

☐ Yes. What is your: Major? _____ Degree? _____

Starting date? _____

Date of completion? _____

31. Did you take part in a cooperative education program at college?

☐ No ☐ Yes, in community college ☐ Yes, at another institution

32. If you did take part in a cooperative education program, did it:

Help you with your *choice* of major? ☐ No ☐ Yes

Help you *define* your career goals? ☐ No ☐ Yes

Help you *get* a job after graduation? ☐ No ☐ Yes

33. After graduation from community college, did you ever work for your cooperative education employer? ☐ No ☐ Yes

34. For performing the day-to-day activities of your first job, do you think there should have been *greater*, *less*, or *about the same* emphasis placed on the following types of community college courses?

| Technical Courses | Liberal Arts Courses |
|---|---|
| ☐ Greater emphasis | ☐ Greater emphasis |
| ☐ Less emphasis | ☐ Less emphasis |
| ☐ About the same | ☐ About the same |

35. To help you *advance or get ahead* on the job, do you think there should have been greater, less, or about the same emphasis placed on the following types of community college courses?

| Technical Courses | Liberal Arts Courses |
|---|---|
| ☐ Greater emphasis | ☐ Greater emphasis |
| ☐ Less emphasis | ☐ Less emphasis |
| ☐ About the same | ☐ About the same |

36. Based on your experiences since graduation from community college, would you now select the same major field or program?

☐ Yes

☐ No, I would choose another career program. Which one?_____

☐ No, I would choose a liberal arts program. Which one?_____

If you would choose a different program, is it because (check one or more):

☐ I could have earned more money

☐ I could have furthered my education more easily

☐ I could have had more choice in jobs

☐ I would have liked my work more

☐ Other reason; explain:_____

37. Please use the rest of this space for any comments you may want to make about your community college experiences.

*THANK YOU FOR COMPLETING THIS QUESTIONNAIRE*
*INSERT IT IN THE ENCLOSED, STAMPED ADDRESSED ENVELOPE AND*
*MAIL IT AS SOON AS POSSIBLE*

# APPENDIX C

## Supplementary Tables

TABLE C1

Number and Percentage of Respondents by High School Diploma and High School Graduation Date

| High School Graduation Date | High School Diploma | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Academic | | Vocational | | Commercial | | General | | Technical | | Equivalency | | Multiple | | TOTAL[a] | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| 1930 or earlier | 1 | 0.1 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 1 | 0.1 |
| 1931 - 1940 | 8 | 0.7 | 0 | - | 4 | 0.3 | 4 | 0.3 | 0 | - | 0 | - | 0 | - | 16 | 1.3 |
| 1941 - 1950 | 42 | 3.5 | 1 | 0.1 | 6 | 0.5 | 17 | 1.4 | 1 | 0.1 | 1 | 0.1 | 1 | 0.1 | 69 | 5.7 |
| 1951 - 1960 | 77 | 6.4 | 11 | 0.9 | 6 | 0.5 | 31 | 2.6 | 2 | 0.2 | 11 | 0.9 | 4 | 0.3 | 142 | 11.8 |
| 1961 - 1969 | 199 | 16.6 | 38 | 3.2 | 34 | 2.8 | 82 | 6.8 | 9 | 0.7 | 15 | 1.2 | 12 | 1.0 | 391 | 32.6 |
| 1970 | 169 | 14.1 | 16 | 1.3 | 48 | 4.0 | 56 | 4.7 | 15 | 1.2 | 14 | 1.2 | 8 | 0.7 | 328 | 27.3 |
| 1971 | 116 | 9.7 | 11 | 0.9 | 34 | 2.8 | 27 | 2.2 | 8 | 0.7 | 1 | 0.1 | 6 | 0.5 | 204 | 17.0 |
| 1972 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 1 | 0.1 | 0 | - | 1 | 0.1 |
| After 1972 | 2 | 0.2 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 2 | 0.2 |
| TOTAL[a] | 625 | 52.0% | 77 | 6.4% | 135 | 11.2% | 220 | 18.3% | 36 | 3.0% | 69 | 5.7% | 32 | 2.7% | 1201 | 100.0% |

[a]Totals include 47 respondents (3.9%) who did not indicate their date of graduation; and 7 respondents (0.6%) who did not indicate their diploma type.

TABLE C2

Percentage of Respondents Having Each Type of High School Diploma by Program[a]

(Figures in percentages)

| PROGRAM AREA (N) | Diploma Type | | | | | | Multiple Response |
|---|---|---|---|---|---|---|---|
| | Academic | Vocational | Commercial | General | Technical | Equivalency | |
| Accounting (97) | 50.5 | 4.1 | 23.7 | 13.4 | 2.1 | 4.1 | 2.1 |
| Business/Management (76) | 53.9 | 2.6 | 18.4 | 15.8 | 2.6 | 2.6 | 3.9 |
| Chemical Tech (8) | 37.5 | - | - | 25.0 | 25.0 | - | - |
| Advertising Art & Design (28) | 46.4 | 14.3 | 3.6 | 32.1 | - | 3.6 | - |
| Construction Tech (17) | 58.8 | 17.6 | - | 5.9 | 11.8 | 5.9 | - |
| Data Processing (68) | 63.2 | 5.9 | 8.8 | 14.7 | 1.5 | 2.9 | 1.5 |
| Dental Hygiene (23) | 73.9 | - | 4.3 | 8.7 | - | 8.7 | 4.3 |
| Dental Lab Tech (9) | 33.3 | 11.1 | 11.1 | 22.2 | - | 11.1 | - |
| Education/Child Care (65) | 52.3 | 4.6 | 20.0 | 16.9 | 1.5 | 4.6 | - |
| Community Mental Health (11) | 36.4 | 9.1 | 9.1 | 36.4 | - | 9.1 | - |
| Electrical Tech (74) | 51.4 | 14.9 | - | 6.8 | 21.6 | 1.4 | 1.4 |
| Graphic Arts/Adv Tech (20) | 25.0 | 20.0 | 15.0 | 15.0 | 5.0 | 5.0 | 15.0 |
| Hotel & Restaurant Manag (19) | 47.4 | - | - | 47.4 | - | 5.3 | - |
| Marketing & Retailing (47) | 46.8 | 2.1 | 10.6 | 31.9 | - | 8.5 | - |
| Mech & Indus Tech (45) | 37.8 | 11.1 | 2.2 | 24.4 | 11.1 | 4.4 | 8.9 |
| Medical Lab Tech (45) | 73.3 | 2.2 | - | 6.7 | - | 11.1 | 4.4 |
| Nursing (360) | 55.3 | 8.1 | 5.3 | 20.8 | - | 7.5 | 2.2 |
| Secretarial Studies (94) | 39.4 | 2.1 | 43.6 | 10.6 | - | 1.1 | 3.2 |
| Radiologic Tech (3) | - | - | 66.7 | 33.3 | - | - | - |
| Fire Science (28) | 57.1 | 3.6 | 3.6 | 21.4 | 7.1 | 7.1 | - |
| Other, combined (64)[b] | 50.0 | 1.6 | 4.7 | 25.0 | 3.1 | 12.5 | 3.1 |
| TOTAL (1201) | 52.0 | 6.4 | 11.2 | 18.3 | 3.0 | 5.7 | 2.7 |

[a]Does not include 0.6 percent of the total sample who did not respond to the question.

[b]In this and all subsequent tables, "Other, combined" includes the following programs: Electro-Mechanical Technology, Automotive Technology, Civil Technology, Science, Opthalmic Dispensing, Pre-Pharmacy, Respiration Therapy, Orthopedic Assistant, Medical Records, Environmental Science, Social Service, Social Work, Recreation Leadership, Music/Performing Arts, Public Administration, and four Liberal Arts graduates.

TABLE C3

Percentage of Respondents in Each Age Group by Program

(Figures in percentages)

| PROGRAM AREA (N) | Age | | | | |
|---|---|---|---|---|---|
| | 20 to 24 | 25 to 29 | 30 to 39 | 40 to 49 | Over 50 |
| Accounting (97) | 3.1 | 54.6 | 27.8 | 11.3 | 3.1 |
| Business/Management (76) | 14.5 | 67.1 | 13.2 | 3.9 | 1.3 |
| Chemical Tech (8) | - | 50.0 | 25.0 | 12.5 | - |
| Advertising Art & Design (28) | 10.7 | 78.6 | 10.7 | - | - |
| Construction Tech (17) | 11.8 | 70.6 | 17.6 | - | - |
| Data Processing (68) | 7.4 | 61.8 | 22.1 | 7.4 | 1.5 |
| Dental Hygiene (23) | 17.4 | 56.5 | 17.4 | 8.7 | - |
| Dental Lab Tech (9) | 11.1 | 66.7 | 22.2 | - | - |
| Education/Child Care (65) | 7.7[b] | 47.7 | 13.8 | 15.4 | 13.8 |
| Community Mental Health (11) | 18.2 | 36.4 | 18.2 | 9.1 | 18.2 |
| Electrical Tech (74) | 9.5 | 67.6 | 17.6 | 2.7 | 2.7 |
| Graphic Arts/Adv Tech (20) | 15.0 | 50.0 | 20.0 | 10.0 | 5.0 |
| Hotel & Restaurant Manag (19) | 15.8 | 36.8 | 26.3 | 10.5 | 10.5 |
| Marketing & Retailing (47) | 2.1 | 57.4 | 31.9 | 6.4 | 2.1 |
| Mech & Indus Tech (45) | 6.7 | 73.3 | 11.1 | 6.7 | - |
| Medical Lab Tech (45) | 6.7 | 60.0 | 17.8 | 8.9 | 6.7 |
| Nursing (360) | 7.8 | 40.8 | 23.6 | 16.4 | 10.6 |
| Secretarial Studies (94) | 18.1 | 61.7 | 7.4 | 7.4 | 4.3 |
| Radiologic Tech (3) | - | 66.7 | - | 33.3 | - |
| Fire Science (28) | - | 3.6 | 42.9 | 42.9 | 10.7 |
| Other, combined (64) | 9.4 | 60.9 | 10.9 | 6.3 | 10.9 |
| TOTAL (1201) | 8.8 | 53.2 | 19.8 | 11.0 | 6.4 |

[a]Does not include non-respondents, 0.7 percent of the total sample.

[b]Includes 1.5 percent who indicated that they were younger than 20 years of age.

TABLE C4

Percentage of Respondents by Program Area Who Immediately After Graduation Worked or Continued Their Education Full-Time or Part-Time, by Sex[a]

(Figures in percentages)

| PROGRAM AREA | N Male | N Female | AAS Graduates Who Went To:[b] Work Full-Time | | Work Part-Time | | School Full-Time | | School Part-Time | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | M | F | M | F | M | F |
| Accounting | 61 | 36 | 60.7 | 58.3 | 8.2 | 16.7 | 26.2 | 27.8 | 44.3 | 16.7 |
| Business/Management | 57 | 19 | 38.6 | 68.4 | 14.0 | 10.5 | 52.6 | 31.6 | 12.3 | 15.8 |
| Chemical Tech | 5 | 2 | 20.0 | 100.0 | - | - | 40.0 | - | 20.0 | 50.0 |
| Advertising Art & Design | 15 | 13 | 73.3 | 46.2 | 6.7 | 15.4 | 13.3 | 15.4 | 13.3 | 23.1 |
| Construction Tech | 16 | 1 | 75.0 | 100.0 | 12.5 | - | 6.3 | - | 12.5 | 100.0 |
| Data Processing | 50 | 18 | 76.0 | 61.1 | 10.0 | 5.6 | 18.0 | 33.3 | 24.0 | 5.6 |
| Dental Hygiene | 0 | 22 | | 68.2 | | 13.6 | | 4.5 | | - |
| Dental Lab Tech | 9 | 0 | 55.5 | | 22.2 | | 22.2 | | 11.1 | |
| Education/Child Care | 3 | 62 | 33.3 | 45.2 | 66.7 | 21.0 | 100.0 | 35.5 | 33.3 | 27.4 |
| Community Mental Health | 4 | 7 | 50.0 | 28.6 | - | 14.3 | 75.0 | 57.1 | - | - |
| Electrical Tech | 73 | 1 | 61.6 | 100.0 | 9.6 | - | 28.8 | - | 16.4 | - |
| Graphic Arts/Adv Tech | 15 | 5 | 66.7 | 80.0 | - | 20.0 | 13.3 | 20.0 | 13.3 | - |
| Hotel & Restaurant Manag | 16 | 3 | 68.8 | 66.7 | 12.5 | - | 12.5 | - | 6.3 | 66.7 |
| Marketing & Retailing | 36 | 11 | 66.7 | 63.6 | 2.8 | 9.1 | 33.3 | 18.2 | 27.8 | 9.1 |
| Mech & Indus Tech | 44 | 1 | 68.2 | - | 6.8 | - | 22.7 | 100.0 | 15.9 | - |
| Medical Lab Tech | 13 | 31 | 38.5 | 51.6 | 15.4 | 16.1 | 53.8 | 25.8 | 7.7 | 12.9 |
| Nursing | 11 | 349 | 81.8 | 77.9 | - | 7.4 | 9.1 | 7.4 | 9.1 | 11.5 |
| Secretarial Studies | 0 | 94 | | 80.9 | | 6.4 | | 11.7 | | 9.6 |
| Radiologic Tech | 1 | 2 | - | 100.0 | - | 50.0 | 100.0 | - | - | - |
| Fire Science | 28 | 0 | 89.3 | | - | | 71.4 | | 3.6 | |
| Other, combined | 36 | 28 | 61.1 | 42.9 | 8.3 | 10.7 | 27.8 | 50.0 | 11.1 | 14.3 |
| ALL PROGRAMS | 493 | 705 | 62.9 | 69.6 | 8.7 | 10.1 | 31.2 | 16.2 | 18.7 | 13.0 |
| TOTAL SAMPLE | 1201 | | 66.8 | | 9.5 | | 22.4 | | 15.3 | |

[a]Respondents were told to check as many items as applied. Since a person, for example, could have worked full-time and attended school part-time, row totals may exceed 100 percent.

[b]Does not include 1.1 percent of the total who did not respond to the question.

Note: Cross-hatching indicates that there were no males (or females)in that program area.

TABLE C5

Percentage of Respondents by Program Area Who Work or Are in School at the Present Time, by Sex[a]

(Figures in percentages)

| PROGRAM AREA | N Male | N Female | Respondents Who Currently:[b] Work Full-Time | | Work Part-Time | | School Full-Time | | School Part-Time | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | M | F | M | F | M | F |
| Accounting | 61 | 36 | 91.8 | 83.3 | - | 2.8 | 1.6 | 2.8 | 9.8 | 5.6 |
| Business/Management | 57 | 19 | 93.0 | 78.9 | 1.8 | 5.3 | - | - | 8.8 | 5.3 |
| Chemical Tech | 5 | 2 | 80.0 | 100.0 | - | - | 20.0 | - | 20.0 | - |
| Advertising Art & Design | 15 | 13 | 73.3 | 84.6 | 20.0 | - | - | 7.7 | 13.3 | 15.4 |
| Construction Tech | 16 | 1 | 93.8 | 100.0 | - | - | - | - | 6.3 | - |
| Data Processing | 50 | 18 | 96.0 | 8819 | 2.0 | - | 2.0 | - | 12.0 | 11.1 |
| Dental Hygiene | 0 | 22 | | 59.1 | | 13.6 | | - | | 9.1 |
| Dental Lab Tech | 9 | 0 | 77.8 | | 22.2 | | - | | - | |
| Education/Child Care | 3 | 62 | 66.7 | 83.9 | 33.3 | 8.1 | - | 1.6 | - | 11.3 |
| Community Mental Health | 4 | 7 | 100.0 | 71.4 | - | 14.3 | - | - | - | 28.6 |
| Electrical Tech | 73 | 1 | 91.8 | 100.0 | 1.4 | - | 2.7 | - | 9.6 | - |
| Graphic Arts/Adv Tech | 15 | 5 | 86.7 | 80.0 | - | - | - | - | 6.7 | - |
| Hotel & Restaurant Manag | 16 | 3 | 87.5 | 66.7 | 6.3 | - | 6.3 | - | - | 33.3 |
| Marketing & Retailing | 36 | 11 | 91.7 | 81.8 | - | - | 5.6 | - | 8.3 | 18.2 |
| Mech & Indus Tech | 44 | 1 | 90.9 | - | 4.5 | - | 2.3 | - | 15.9 | - |
| Medical Lab Tech | 13 | 31 | 92.3 | 67.7 | - | 12.9 | 7.7 | 12.9 | 23.1 | 6.5 |
| Nursing | 11 | 349 | 63.6 | 70.5 | 18.2 | 14.6 | 9.1 | 6.6 | 9.1 | 15.2 |
| Secretarial Studies | 0 | 94 | | 79.8 | | 3.2 | | 1.1 | | 14.9 |
| Radiologic Tech | 1 | 2 | 100.0 | - | - | 100.0 | - | - | 100.0 | 50.0 |
| Fire Science | 28 | 0 | 92.9 | | - | | 3.6 | | 3.6 | |
| Other, combined | 36 | 28 | 91.7 | 78.6 | 5.6 | 7.1 | 2.8 | - | 13.9 | 7.1 |
| ALL PROGRAMS | 493 | 705 | 90.5 | 74.5 | 3.2 | 10.4 | 2.6 | 4.4 | 10.1 | 13.2 |
| TOTAL SAMPLE | 1201 | | 81.1 | | 7.5 | | 3.7 | | 11.9 | |

[a]Respondents were told to check as many items as applied. Since a person, for example, could have worked full-time and attended school part-time, row totals may exceed 100 percent.

[b]Does not include 1.5 percent of the total who did not respond to the question.

Note: See Note, Table C4.

TABLE C 6

Percentage of Male Respondents by Program Area Whose First Full-Time Job Was or Was Not in the Field in Which They Trained, and Why

(Figures in percentages)

| PROGRAM AREA (N) | % Obtaining Job in Field | First Full-Time Job Not in Field Because:[a] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Never Worked Full-Time | No Jobs Available | Inadequate Training | Lost Interest | Went to School | Had a Job | Other | Multiple |
| Accounting (61) | 68.9 | 1.6 | 3.3 | 4.9 | 1.6 | - | 6.6 | 4.8 | - |
| Business/Management (57) | 47.4 | 7.0 | 12.3 | 15.8 | - | - | 1.8 | 7.1 | - |
| Chemical Tech (5) | 60.0 | - | 40.0 | - | - | - | - | - | - |
| Advertising Art & Design (15) | 66.7 | - | 13.3 | 6.7 | 6.7 | - | - | - | 6.7 |
| Construction Tech (16) | 68.8 | - | 25.0 | - | - | - | - | - | - |
| Data Processing (50) | 56.0 | 2.0 | 10.0 | 6.0 | 4.0 | - | 8.0 | 8.0 | 2.0 |
| Dental Lab Tech (9) | 66.7 | 22.2 | 11.1 | - | - | - | - | - | - |
| Education/Child Care (3) | 66.7 | - | - | 33.3 | - | - | - | - | - |
| Community Mental Health (4) | 50.0 | 25.0 | - | - | 25.0 | - | - | - | - |
| Electrical Tech (73) | 71.2 | 4.1 | 4.1 | 2.7 | 1.4 | 2.7 | 4.1 | 2.7 | 1.4 |
| Graphic Arts/Adv Tech (15) | 80.0 | - | 6.7 | - | - | - | - | 13.3 | - |
| Hotel & Restaurant Manag (16) | 87.5 | 6.3 | 6.3 | - | - | - | - | - | - |
| Marketing & Retailing (36) | 44.4 | 2.8 | 8.3 | - | 13.9 | 2.8 | 5.6 | 19.5 | - |
| Mech & Indus Tech (44) | 81.8 | - | 6.8 | - | - | 2.3 | - | 2.3 | 4.5 |
| Medical Lab Tech (13) | 61.5 | 7.7 | 15.4 | - | - | - | - | - | 7.7 |
| Nursing (11) | 100.0 | - | - | - | - | - | - | - | - |
| Radiologic Tech (1) | - | 100.0 | - | - | - | - | - | - | - |
| Fire Science (28) | 75.0 | - | 3.6 | - | - | 3.6 | 3.6 | 3.6 | - |
| Other, combined (36) | 66.7 | 2.8 | 13.9 | - | 2.8 | 5.6 | 2.8 | - | - |
| ALL MALES (493) | 66.1 | 3.5 | 8.5 | 3.9 | 2.4 | 1.4 | 3.3 | 4.9 | 1.2 |
| TOTAL SAMPLE (1201) | 73.8 | 4.0 | 5.7 | 2.3 | 1.8 | 1.0 | 2.2 | 3.4 | 1.1 |

[a]Does not include 5.1 percent of male graduates who did not respond to the question.

TABLE C7

Percentage of Female Respondents by Program Area Whose First Full-Time Job Was or Was Not in the Field for Which They Trained, and Why

(Figures in percentages)

| PROGRAM AREA (N) | % Obtaining Job in Field | First Full-Time Job Not in Field Because:[a] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Never Worked Full-Time | No Jobs Available | Inadequate Training | Lost Interest | Went to School | Had a Job | Other | Multiple |
| Accounting (36) | 72.2 | 5.6 | 5.6 | - | - | - | 2.8 | 8.4 | - |
| Business/Management (19) | 47.4 | 10.5 | 5.3 | 10.5 | 10.5 | - | 5.3 | 5.3 | 5.3 |
| Chemical Tech (2) | 100.0 | - | - | - | - | - | - | - | - |
| Advertising Art & Design (13) | 46.2 | - | 15.4 | - | - | - | - | 15.4 | - |
| Construction Tech (1) | 100.0 | - | - | - | - | - | - | - | - |
| Data Processing (18) | 50.0 | - | 16.7 | 11.1 | 5.6 | - | - | 11.1 | - |
| Dental Hygiene (22) | 95.5 | - | - | - | - | - | 4.5 | - | - |
| Education/Child Care (62) | 62.9 | 12.9 | 9.7 | - | 6.5 | 1.6 | - | 1.6 | 1.6 |
| Community Mental Health (7) | 42.9 | - | - | 14.3 | - | - | - | - | - |
| Electrical Tech (1) | - | - | - | - | - | - | 100.0 | - | - |
| Graphic Arts/Adv Tech (5) | 80.0 | 20.0 | - | - | - | - | - | - | - |
| Hotel & Restaurant Manag (3) | 66.7 | - | - | - | - | - | 33.3 | - | - |
| Marketing & Retailing (11) | 54.5 | - | 27.3 | 9.1 | - | - | - | 9.1 | - |
| Mech & Indus Tech (1) | 100.0 | - | - | - | - | - | - | - | - |
| Medical Lab Tech (31) | 64.5 | 6.5 | 6.5 | - | - | - | 3.2 | - | 9.7 |
| Nursing (349) | 91.4 | 2.0 | 0.3 | 0.3 | 0.3 | 0.6 | 0.6 | 1.2 | - |
| Secretarial Studies (94) | 77.7 | 3.2 | 3.2 | 1.1 | 2.1 | 1.1 | 2.1 | 4.3 | 2.1 |
| Radiologic Tech (2) | 100.0 | - | - | - | - | - | - | - | - |
| Other, combined (28) | 53.6 | 21.4 | 10.7 | 3.6 | - | 3.6 | - | - | - |
| ALL FEMALES (705) | 79.1 | 4.4 | 3.7 | 1.3 | 1.4 | 0.7 | 1.4 | 2.5 | 1.0 |
| TOTAL SAMPLE (1201) | 73.8 | 4.0 | 5.7 | 2.3 | 1.8 | 1.0 | 2.2 | 3.4 | 1.1 |

[a]Does not include 4.4 percent of female graduates who did not respond to the question.

TABLE C8

Percentage of Male Respondents by Program Area Whose Current Job Is or Is Not in the Field for Which They Trained, and Why

(Figures in percentages)

| PROGRAM AREA (N) | Current Job in Field | Current Job Not in Field Because:[a] | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | No Jobs Available | Inadequate Training | Left for More Money | Doesn't Want to Work | Lost Interest | Other | Multiple |
| Accounting (61) | 72.1 | 3.3 | 1.6 | 3.3 | - | 4.9 | 8.2 | - |
| Business/Management (57) | 40.4 | 5.3 | 10.5 | 5.3 | 1.8 | 19.3 | 12.3 | 1.8 |
| Chemical Tech (5) | 60.0 | 20.0 | - | 20.0 | - | - | - | - |
| Advertising Art & Design (15) | 66.7 | 13.3 | - | - | - | - | 13.3 | 6.7 |
| Construction Tech (16) | 56.3 | 12.5 | - | 6.3 | - | - | 12.6 | 6.3 |
| Data Processing (50) | 68.0 | 8.0 | 4.0 | 2.0 | - | 6.0 | 10.0 | 2.0 |
| Dental Lab Tech (9) | 66.7 | - | - | - | - | 11.1 | 22.2 | - |
| Education/Child Care (3) | 33.3 | 66.7 | - | - | - | - | - | - |
| Community Mental Health (4) | 50.0 | - | - | 25.0 | - | 25.0 | - | - |
| Electrical Tech (73) | 76.7 | 4.1 | 2.7 | 1.4 | - | 4.1 | 5.5 | - |
| Graphic Arts/Adv Tech (15) | 66.7 | - | - | - | - | 6.7 | 13.3 | - |
| Hotel & Restaurant Manag (16) | 68.8 | - | - | 6.3 | - | - | 25.0 | - |
| Marketing & Retailing (36) | 36.1 | 5.6 | 8.3 | 2.8 | 2.8 | 5.6 | 19.4 | 11.1 |
| Mech & Indus Tech (44) | 61.4 | - | - | 2.3 | - | 20.5 | 6.8 | 6.8 |
| Medical Lab Tech (13) | 61.5 | 7.7 | 7.7 | - | - | 15.4 | 7.7 | - |
| Nursing (11) | 72.7 | - | - | - | - | - | 9.1 | - |
| Radiologic Tech (1) | - | - | - | - | - | - | - | 100.0 |
| Fire Science (28) | 85.7 | 3.6 | - | - | 3.6 | - | 7.2 | - |
| Other, combined (36) | 69.4 | 13.9 | 2.8 | - | - | 5.6 | 5.6 | - |
| ALL MALES (493) | 63.7 | 5.7 | 3.2 | 2.6 | 0.6 | 7.7 | 10.0 | 2.4 |
| TOTAL SAMPLE (1201) | 68.0 | 4.0 | 3.2 | 1.6 | 1.7 | 6.2 | 8.0 | 1.5 |

[a]Does not include 4.1 percent of male graduates who did not respond to the question.

TABLE C 9

Percentage of Female Respondents by Program Area Whose Current Job Is or Is Not in the Field for Which They Trained, and Why

(Figures in percentages)

| PROGRAM AREA (N) | Current Job in Field | Current Job Not in Field Because:[a] | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | No Jobs Available | Inadequate Training | Left for More Money | Doesn't Want to Work | Lost Interest | Other | Multiple |
| Accounting (36) | 72.2 | - | 2.8 | 2.8 | 2.8 | 8.3 | 5.6 | - |
| Business/Management (19) | 42.1 | 5.3 | 21.1 | - | - | 10.5 | 5.3 | - |
| Chemical Tech (2) | 100.0 | - | - | - | - | - | - | - |
| Advertising Art & Design (13) | 46.2 | 231. | - | - | - | - | 23.1 | - |
| Construction Tech (1) | 100.0 | - | - | - | - | - | - | - |
| Data Processing (18) | 50.0 | - | 5.6 | - | - | 16.7 | 16.7 | - |
| Dental Hygiene (22) | 63.6 | 4.5 | - | - | 9.1 | - | 9.1 | - |
| Education/Child Care (62) | 59.7 | 8.1 | 4.8 | 3.2 | - | 12.9 | 8.1 | - |
| Community Mental Health (7) | 28.6 | 28.6 | - | - | - | 28.6 | - | - |
| Electrical Tech (1) | 100.0 | - | - | - | - | - | - | - |
| Graphic Arts/Adv Tech (5 ) | 60.0 | 20.0 | - | - | - | - | - | 20.0 |
| Hotel & Restaurant Manag (3) | 33.3 | 33.3 | - | - | - | 33.3 | - | - |
| Marketing & Retailing (11) | 45.5 | - | - | 18.2 | - | 9.1 | 9.1 | - |
| Mech & Indus Tech (1) | - | - | - | - | - | - | - | - |
| Medical Lab Tech (31) | 67.7 | 3.2 | 3.2 | - | 9.7 | - | 3.2 | 6.5 |
| Nursing (349) | 84.0 | 0.3 | 1.7 | - | 2.3 | 1.7 | 4.6 | 0.3 |
| Secretarial Studies (94) | 60.6 | 2.1 | 3.2 | 1.1 | 4.3 | 9.6 | 8.5 | 2.1 |
| Radiologic Tech (2) | 100.0 | - | - | - | - | - | - | - |
| Other, combined (28) | 46.4 | 7.1 | 7.1 | - | - | 7.1 | 21.4 | - |
| ALL FEMALES (705) | 71.1 | 2.8 | 3.0 | 0.9 | 2.6 | 5.2 | 6.8 | 0.9 |
| TOTAL SAMPLE (1201) | 68.0 | 4.0 | 3.2 | 1.6 | 1.7 | 6.2 | 8.0 | 1.5 |

[a]Does not include 6.8 percent of female graduates who did not respond to the question.

TABLE C 10

Percentage of Respondents by Program Area
Who Worked for Government Agencies[a]

(Figures in percentages)

| PROGRAM AREA (N) | Never Worked for Government | Worked for at Least One Level of Government | | | |
|---|---|---|---|---|---|
| | | City | State | Federal | More Than One Level |
| Accounting (97) | 77.3 | 9.3 | 5.2 | 7.2 | - |
| Business/Management (76) | 67.1 | 11.8 | 2.6 | 13.2 | 3.9 |
| Chemical Tech (8) | 50.0 | 12.5 | - | 25.0 | 12.5 |
| Advertising Art & Design (28) | 89.3 | 10.7 | - | - | - |
| Construction Tech (17) | 76.5 | 11.8 | 11.8 | - | - |
| Data Processing (68) | 79.4 | 8.8 | 4.4 | 7.4 | - |
| Dental Hygiene (23) | 82.6 | 17.4 | - | - | - |
| Dental Lab Tech (9) | 66.7 | - | 11.1 | 22.2 | - |
| Education/Child Care (65) | 40.0 | 36.9 | 6.2 | 4.6 | 9.3 |
| Community Mental Health (11) | 36.4 | 45.5 | - | 9.1 | - |
| Electrical Tech (74) | 77.0 | 13.5 | 2.7 | 1.4 | 2.8 |
| Graphic Arts/Adv Tech (20) | 75.0 | 5.0 | 5.0 | 15.0 | - |
| Hotel & Restaurant Manag (19) | 84.2 | 10.5 | - | 5.3 | - |
| Marketing & Retailing (47) | 76.6 | 8.5 | - | 14.9 | - |
| Mech & Indus Tech (45) | 86.7 | 4.4 | 2.2 | 4.4 | 2.2 |
| Medical Lab Tech (45) | 77.8 | 13.3 | - | 4.4 | 2.2 |
| Nursing (360) | 46.9 | 34.2 | 8.9 | 5.8 | 2.8 |
| Secretarial Studies (94) | 70.2 | 13.8 | 4.3 | 8.5 | 2.2 |
| Radiologic Tech (3) | 100.0 | - | - | - | - |
| Fire Science (28) | 3.6 | 92.9 | - | - | 3.6 |
| Other, combined (64) | 54.7 | 26.6 | 6.2 | 6.2 | 1.6 |
| TOTAL (1201) | 62.4 | 22.2 | 5.1 | 6.6 | 2.3 |

[a]Does not include 1.4 percent of the total sample who did not respond to the question.

Table C 11

Percentage of Respondents by Program Who Worked for a Governmental Agency Within the Field of Their AAS Degree

(Figures in percentages)

| PROGRAM AREA (N) | Employed by Government in Field of Degree | | |
|---|---|---|---|
| | Yes | No | No Response |
| Accounting (97) | 18.6 | 8.2 | 73.2 |
| Business/Management (76) | 9.2 | 23.7 | 67.1 |
| Chemical Tech (8) | 12.5 | 50.0 | 37.5 |
| Advertising Art & Design (28) | - | 14.3 | 85.7 |
| Construction Tech (17) | 17.6 | 11.8 | 70.6 |
| Data Processing (68) | 13.2 | 16.2 | 70.6 |
| Dental Hygiene (23) | 17.4 | - | 82.6 |
| Dental Lab Tech (9) | 11.1 | 22.2 | 66.7 |
| Education/Child Care (65) | 50.8 | 9.2 | 40.0 |
| Community Mental Health (11) | 27.3 | 27.3 | 45.5 |
| Electrical Tech (74) | 14.9 | 9.5 | 75.7 |
| Graphic Arts/Adv Tech (20) | 10.0 | 15.0 | 75.0 |
| Hotel & Restaurant Manag (19) | 15.8 | 10.5 | 73.7 |
| Marketing & Retailing (47) | 4.3 | 23.4 | 72.3 |
| Mech & Indus Tech (45) | 8.9 | 8.9 | 82.2 |
| Medical Lab Tech (45) | 13.3 | 11.1 | 75.6 |
| Nursing (360) | 44.2 | 7.5 | 48.3 |
| Secretarial Studies (94) | 21.3 | 8.5 | 70.2 |
| Radiologic Tech (3) | 33.3 | - | 66.7 |
| Fire Science (28) | 85.7 | 14.3 | - |
| Other, combined (64) | 25.0 | 15.6 | 59.4 |
| TOTAL (1201) | 27.2 | 11.6 | 61.2 |

TABLE C12

Percentage of Male Respondents by Program Area Reporting Annual Salary on Their First Full-Time Job[a]

(Figures in percentages)

| PROGRAM AREA (N) | Salary Range for First Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less Than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $14,999 | Over $15,000 | Part-time/ Overtime |
| Accounting (61) | 6.6 | 19.7 | 29.5 | 21.3 | 4.9 | 6.6 | - |
| Business/Management (57) | - | 26.3 | 38.6 | 15.8 | 3.5 | 7.0 | - |
| Chemical Tech (5) | 20.0 | 40.0 | 20.0 | 20.0 | - | - | - |
| Advertising Art & Design (15) | - | 60.0 | 33.3 | 6.7 | - | - | - |
| Construction Tech (16) | 6.3 | 12.5 | 50.0 | 12.5 | 12.5 | 6.3 | - |
| Data Processing (50) | - | 24.0 | 46.0 | 14.0 | 6.0 | 2.0 | - |
| Dental Lab Tech (9) | 11.1 | 33.3 | 11.1 | 22.2 | - | - | - |
| Education/Child Care (3) | 33.3 | 33.3 | - | - | - | - | - |
| Community Mental Health (4) | 25.0 | - | 50.0 | 25.0 | - | - | - |
| Electrical Tech (73) | 2.7 | 9.6 | 43.8 | 16.4 | 13.7 | 6.8 | - |
| Graphic Arts/Adv Tech (15) | - | 26.7 | 33.3 | 13.3 | 6.7 | 6.7 | 6.7 |
| Hotel & Restaurant Manag (16) | 12.5 | 31.3 | 37.5 | 6.3 | - | 6.3 | 6.3 |
| Marketing & Retailing (36) | 2.8 | 13.9 | 41.7 | 22.2 | 11.1 | 5.6 | - |
| Mech & Indus Tech (44) | 2.3 | 25.0 | 40.9 | 18.2 | 2.3 | 11.4 | - |
| Medical Lab Tech (13) | - | 23.1 | 7.7 | 38.5 | 23.1 | 7.7 | - |
| Nursing (11) | - | - | 36.4 | 36.4 | 18.2 | 9.1 | - |
| Radiologic Tech (1) | - | - | - | - | 100.0 | - | - |
| Fire Science (28) | - | 10.7 | 3.6 | 14.3 | 7.1 | 53.6 | - |
| Other, combined (36) | 2.8 | 19.4 | 36.1 | 25.0 | 5.6 | 8.3 | - |
| ALL MALES (70) | 3.2 | 20.5 | 35.5 | 18.1 | 7.3 | 8.9 | 0.2 |
| TOTAL SAMPLE (1201) | 3.7 | 18.2 | 27.4 | 29.1 | 9.2 | 4.4 | 0.9 |

[a]Does not include non-respondents, 6.0 percent of the male sample and 7.2 percent of the total sample.

TABLE C13

Percentage of Female Respondents by Program Area Reporting Annual Salary on Their First Full-Time Job[a]

(Figures in Percentages)

| PROGRAM AREA (N) | Salary Range for First Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $14,999 | Over $15,000 | Part-time/ Overtime |
| Accounting (36) | 5.6 | 33.3 | 33.3 | 16.7 | 2.8 | - | - |
| Business/Management (19) | - | 36.8 | 36.8 | 5.3 | 5.3 | 10.5 | - |
| Chemical Tech (2) | 50.0 | - | 50.0 | - | - | - | - |
| Advertising Art & Design (13) | 23.1 | 38.5 | 7.7 | 7.7 | - | - | - |
| Construction Tech (1) | - | - | - | 100.0 | - | - | - |
| Data Processing (18) | - | 22.2 | 55.6 | - | 5.6 | 5.6 | - |
| Dental Hygiene (22) | - | 13.6 | 22.7 | 31.8 | 13.6 | 4.5 | 9.1 |
| Education/Child Care (62) | 11.3 | 38.7 | 35.5 | 9.7 | - | - | 1.6 |
| Community Mental Health (7) | - | 14.3 | 28.6 | 14.3 | 14.3 | - | - |
| Electrical Tech (1) | - | - | - | 100.0 | - | - | - |
| Graphic Arts/Adv Tech (5) | - | 40.0 | 40.0 | - | - | - | - |
| Hotel & Restaurant Manag (3) | - | - | 66.7 | 33.3 | - | - | - |
| Marketing & Retailing (11) | 9.1 | 45.5 | 36.4 | 9.1 | - | - | - |
| Mech & Indus Tech (1) | - | - | - | - | - | - | - |
| Medical Lab Tech (31) | 6.5 | 22.6 | 22.6 | 19.4 | 12.9 | - | 3.2 |
| Nursing (349) | 1.4 | 2.0 | 8.3 | 61.3 | 18.1 | 1.4 | 0.9 |
| Secretarial Studies (94) | 5.3 | 37.2 | 40.4 | 9.8 | - | - | - |
| Radiologic Tech (2) | - | - | 50.0 | 50.0 | - | - | - |
| Other, combined (28) | 10.7 | 25.0 | 28.6 | 17.9 | - | - | 3.6 |
| ALL FEMALES (705) | 4.1 | 16.6 | 21.4 | 37.0 | 10.5 | 1.3 | 1.1 |
| TOTAL SAMPLE (1201) | 3.7 | 18.2 | 27.4 | 29.1 | 9.2 | 4.4 | 0.9 |

[a]Does not include non-respondents, 7.9 percent of the female sample and 7.2 percent of the total sample.

Table C14

Percentage of Male Respondents by Program Area Reporting Annual Salary on Their Current Full-Time Job [a]

(Figures in percentages)

| PROGRAM AREA (N) | Salary Range on Current, Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $14,999 | Over $15,000 | Part-time/ Overtime |
| Accounting (61) | - | 1.6 | 1.6 | 1.6 | 18.0 | 67.2 | - |
| Business/Management (57) | - | 5.3 | - | 29.8 | 15.8 | 42.1 | 1.8 |
| Chemical Tech (5) | - | - | 20.0 | 20.0 | - | 40.0 | - |
| Advertising Art & Design(15) | - | - | 6.7 | 20.0 | 26.7 | 13.3 | - |
| Construction Tech (16) | - | 6.3 | - | 6.3 | 12.5 | 62.5 | - |
| Data Processing (50) | - | - | 6.0 | 14.0 | 16.0 | 62.0 | - |
| Dental Lab Tech (9) | - | - | 22.2 | 22.2 | 22.2 | 11.1 | - |
| Education/Child Care (3) | 33.3 | - | 66.7 | - | - | - | - |
| Community Mental Health (4) | - | 25.0 | - | 50.0 | - | 25.0 | - |
| Electrical Tech (73) | - | 1.4 | 1.4 | 11.0 | 16.4 | 63.0 | 1.4 |
| Graphic Arts/Adv. Tech (15) | - | - | - | 13.3 | 13.3 | 60.0 | - |
| Hotel & Restaurant Manag (16) | 6.3 | - | 12.5 | 18.8 | 25.0 | 31.3 | - |
| Marketing & Retailing (36) | 2.8 | - | 8.3 | 13.9 | 25.0 | 38.9 | - |
| Mech & Indus Tech (44) | - | - | 11.4 | 11.4 | 15.9 | 56.8 | - |
| Medical Lab Tech (13) | - | 7.7 | 7.7 | 7.7 | 30.8 | 38.5 | - |
| Nursing (11) | - | - | - | 18.2 | 36.4 | 18.2 | - |
| Radiologic Tech (1) | - | - | - | - | 100.0 | - | - |
| Fire Science (28) | - | - | - | - | 3.6 | 92.4 | - |
| Other, combined (36) | - | 2.8 | 2.8 | 16.7 | 19.4 | 52.8 | - |
| ALL MALES (493) | 0.6 | 1.8 | 4.7 | 13.4 | 17.6 | 53.3 | 0.4 |
| TOTAL SAMPLE (1201) | 0.5 | 1.8 | 6.4 | 16.7 | 21.3 | 34.6 | 1.3 |

[a]Does not include non-respondents, 8.1 percent of the males and 17.3 percent of the total sample.

TABLE C15

Percentage of Female Respondents by Program Area Reporting Annual Salary on Their Current Full-Time Job[a]

(Figures in percentages)

| PROGRAM AREA (N) | Salary Range on Current, Full-Time Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less Than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $14,999 | Over $15,000 | Part-Time/ Overtime |
| Accounting (36 | - | - | 2.8 | 36.1 | 19.4 | 25.0 | - |
| Business/Management (19) | - | - | 15.8 | 26.3 | 15.8 | 21.1 | - |
| Chemical Tech (2) | - | - | - | - | 50.0 | 50.0 | - |
| Advertising Art & Design (13) | - | - | 23.1 | 46.2 | 7.7 | - | - |
| Construction Tech (1) | - | - | - | 100.0 | - | - | - |
| Data Processing (18) | - | 5.6 | 11.1 | 5.6 | 5.6 | 55.6 | - |
| Dental Hygiene (22) | - | - | 18.2 | 9.1 | 4.5 | 22.7 | 9.1 |
| Education/Child Care (62) | 1.6 | 9.7 | 33.9 | 27.4 | 9.7 | - | 3.2 |
| Community Mental Health (7) | - | - | - | 28.6 | 14.3 | 14.3 | - |
| Electrical Tech (1) | - | - | - | - | - | 100.0 | - |
| Graphic Arts/Adv Tech (5) | - | - | - | 20.0 | 20.0 | 20.0 | - |
| Hotel & Restaurant Manag (3) | 33.3 | - | - | 33.3 | - | 33.3 | - |
| Marketing & Retailing (11) | - | - | 18.2 | 18.2 | 9.1 | 36.4 | - |
| Mech & Indus Tech (1) | - | - | - | - | - | - | - |
| Medical Lab Tech (31) | - | - | 3.2 | 19.4 | 35.5 | 9.7 | 3.2 |
| Nursing (349) | 0.3 | 0.3 | 1.4 | 7.4 | 32.1 | 29.8 | 2.6 |
| Secretarial Studies (94) | - | 3.2 | 8.5 | 38.3 | 22.3 | 7.4 | - |
| Radiologic Tech (2) | - | - | - | - | - | - | - |
| Other, combined (28) | - | 7.1 | 14.3 | 46.4 | 7.1 | 3.6 | - |
| ALL FEMALES (705) | 0.4 | 1.8 | 7.7 | 18.7 | 24.0 | 21.6 | 2.0 |
| TOTAL SAMPLE (1201) | 0.5 | 1.8 | 6.4 | 16.7 | 21.3 | 34.6 | 1.3 |

[a]Does not include non-respondents, 23.8 percent of the females and 17.3 percent of the total sample.

Table C 16

Percentage of Respondents By Program Area and Sex Who Continued Their Education at Various Types of Institutions.[a]

(Figures in percentages)

| PROGRAM AREA (N) | AAS Only | | School Attended: CUNY 4-year College(s)[b] | | Other 4-year College(s)[c] | | Professional, Technical, or "other" | |
|---|---|---|---|---|---|---|---|---|
| | M | F | M | F | M | F | M | F |
| Accounting (97) | 8.2 | 36.1 | 68.9 | 55.6 | 21.3 | 5.6 | 1.6 | 2.8 |
| Business/Management (76) | 19.3 | 47.4 | 73.7 | 36.8 | 7.1 | 10.5 | - | 5.3 |
| Chemical Tech (8) | 20.0 | - | 60.0 | 100.0 | 20.0 | - | - | - |
| Advertising Art & Design (28) | 40.0 | 30.8 | 20.0 | 53.8 | 13.3 | 15.4 | 26.6 | - |
| Construction Tech (17) | 50.0 | - | - | - | 43.8 | - | 6.3 | 100.0 |
| Data Processing (68) | 32.0 | 50.0 | 52.0 | 33.3 | 10.0 | 11.1 | 4.0 | 5.6 |
| Dental Hygiene (23) | | 81.8 | | 13.6 | | 4.5 | | - |
| Dental Lab Tech (9) | 55.6 | | 44.4 | | - | | - | |
| Education/Child Care (65) | - | 16.1 | 100.0 | 75.8 | - | 4.8 | - | 3.2 |
| Community Mental Health (11) | - | 28.6 | 75.0 | 42.9 | 25.0 | 14.3 | - | 14.3 |
| Electrical Tech (74) | 34.2 | 100.0 | 41.1 | - | 20.5 | - | 4.1 | - |
| Graphic Arts/Adv Tech (20) | 46.7 | 80.0 | 40.0 | 20.0 | 6.7 | - | 6.7 | - |
| Hotel & Restaurant Manag (19) | 75.0 | - | 18.8 | 33.3 | - | 66.7 | 6.3 | - |
| Marketing & Retailing (47) | 30.6 | 63.6 | 55.6 | 36.4 | 11.1 | - | 2.8 | - |
| Mech. & Indus Tech (45) | 34.1 | - | 29.6 | - | 20.5 | 100.0 | 15.9 | - |
| Medical Lab Tech (45) | - | 29.0 | 76.9 | 58.1 | 15.4 | 12.9 | 7.7 | - |
| Nursing (360) | 18.2 | 45.3 | 27.3 | 29.3 | 45.5 | 21.7 | 9.1 | 3.2 |
| Secretarial Studies (94) | | 58.5 | | 32.0 | | 4.3 | | 4.2 |
| Radiologic Tech (3) | - | 50.0 | - | - | 100.0 | - | - | 50.0 |
| Fire Science (28) | 10.7 | | 85.7 | | 3.6 | | - | |
| Other, Combined (64) | 30.6 | 25.0 | 36.1 | 64.3 | 22.2 | 10.7 | 11.1 | - |
| | 28.0 | 43.5 | 50.3 | 38.1 | 16.0 | 14.5 | 5.4 | 3.5 |
| TOTAL (1201) | 37.1 | | 43.0 | | 15.2 | | 4.2 | |

[a] Does not include 0.2 percent of the male graduates and 0.4 percent of the females who did not respond to the question.

[b] Includes a total of 1.6 percent of male S's and 2.1 percent of females who attended more than one college, one of which was a CUNY college (for a small number of these the CUNY college was a second 2-year college).

[c] Includes a total of 1.4 percent of male graduates and 0.6 percent of females who attended more than one non-CUNY 4-year college.

Note: See Note Table C4.

TABLE C17

Percentage of Respondents Who Have (or Will Have) Obtained a Baccalaureate Degree By the End of 1978, by Program and Sex[a]

| PROGRAM AREA (N) | Percent Obtaining Baccalaureate | | |
|---|---|---|---|
| | Males N=493 | Females N=705 | Total[b] N=1201 |
| Accounting (97) | 49.2 | 33.4 | 43.3 |
| Business/Management (76) | 52.6 | 31.6 | 47.3 |
| Chemical Tech (8) | 60.0 | - | 37.5 |
| Advertising Art & Design (28) | 13.4 | 23.1 | 17.8 |
| Construction Tech (17) | 31.3 | 100.0 | 35.3 |
| Data Processing (68) | 30.0 | 27.8 | 29.4 |
| Dental Hygiene (23) | | 4.5 | 4.3 |
| Dental Lab Tech (9) | 22.2 | | 22.2 |
| Education/Child Care (65) | 100.0 | 62.9 | 64.6 |
| Community Mental Health (11) | 100.0 | 57.1 | 72.7 |
| Electrical Tech (74) | 39.7 | - | 39.2 |
| Graphic Arts/Adv Tech (20) | 13.4 | 20.0 | 15.0 |
| Hotel & Restaurant Manag (19) | 12.5 | 66.7 | 21.1 |
| Marketing & Retailing (47) | 47.2 | 9.1 | 38.3 |
| Mech & Indus Tech (45) | 31.8 | 100.0 | 33.3 |
| Medical Lab Tech (45) | 76.9 | 45.2 | 55.6 |
| Nursing (360) | 54.6 | 22.0 | 23.1 |
| Secretarial Studies (94) | | 12.8 | 12.8 |
| Radiologic Tech (3) | 100.0 | - | 33.3 |
| Fire Science (28) | 82.1 | | 82.1 |
| Other, combined (64) | 41.7 | 64.3 | 51.6 |
| TOTAL (1201) | 43.2 | 27.9 | 34.2 |

[a] These figures do not include a total of 12.1 percent of all respondents (11.0 percent of males and 12.9 percent females) whose responses were incomplete; these may include several persons that completed Bachelor's degrees who did not complete the questions. Also, it should be noted that 1.1 percent of the total (1.0 percent of males and 1.1 percent of females) did not respond to the question.

[b] These totals include three students who did not indicate their sex.

Note: See Note Table C4.

TABLE C18

Percentage of Respondents Pursuing Graduate Education, by Program[a]

(Figures in percentages)

| PROGRAM AREA (N) | Have Not Attended Graduate School | | Have Attended Graduate School | | | |
|---|---|---|---|---|---|---|
| | No Plans to Attend | May Attend | Master's in Progress | Master's Completed | Doctorate in Progress | Progress not Indicated[b] |
| Accounting (97) | 56.7 | 25.8 | 6.2 | 2.1 | - | 5.2 |
| Business/Management (76) | 60.5 | 19.7 | 5.3 | 3.9 | - | 3.9 |
| Chemical Tech (8) | 25.0 | 50.0 | 12.5 | - | - | 12.5 |
| Advertising Art & Design (28) | 60.7 | 21.4 | - | - | - | 7.1 |
| Construction Tech (17) | 64.7 | 29.4 | 5.9 | - | - | - |
| Data Processing (68) | 51.5 | 23.5 | 5.9 | 1.5 | 1.5 | 4.4 |
| Dental Hygiene (23) | 65.2 | 17.4 | - | - | - | - |
| Dental Lab Tech (9) | 55.6 | 33.3 | - | 11.1 | - | - |
| Education/Child Care (65) | 27.7 | 26.2 | 10.8 | 10.8 | - | 15.4 |
| Community Mental Health (11) | 18.2 | 27.3 | 18.2 | 18.2 | - | 9.1 |
| Electrical Tech (74) | 66.2 | 20.3 | 2.7 | 1.4 | 1.4 | 2.7 |
| Graphic Arts/Adv Tech (20) | 60.2 | 10.0 | 5.0 | 5.0 | - | - |
| Hotel & Restaurant Manag (19) | 73.2 | 15.8 | 5.3 | - | - | - |
| Marketing & Retailing (47) | 70.2 | 23.4 | 2.1 | - | - | - |
| Mech & Indus Tech (45) | 68.9 | 22.2 | 2.2 | - | - | 2.2 |
| Medical Lab Tech (45) | 40.0 | 28.9 | 11.1 | 2.2 | 2.2 | 2.2 |
| Nursing (360) | 41.1 | 35.8 | 5.0 | 0.6 | 0.2 | 5.3 |
| Secretarial Studies (94) | 60.6 | 19.1 | 4.3 | 2.1 | - | - |
| Radiologic Tech (3) | 66.7 | - | 33.3 | - | - | - |
| Fire Science (28) | 64.3 | 28.6 | 3.6 | 3.6 | - | - |
| Other, combined (64) | 51.6 | 28.1 | 7.8 | 1.6 | - | 3.1 |
| TOTAL (1201) | 51.8 | 27.1 | 5.4 | 2.1 | 0.3 | 4.1 |

[a]Does not include a total of 9.2 percent who did not respond to the question (ranging from 4.1 percent of Accounting graduates to 20 percent of Graphic Arts graduates).

[b]Includes a total of 3.6 percent who did not give a complete response to the question and 0.5 percent who clearly indicated that they had started a graduate program but had later withdrawn.

TABLE C19

Percentage of Respondents Continuing Their Education
by Salary Range of Their Current Job

(Figures in percentages)

| EDUCATION | Salary Range on Current Job | | | | | | |
|---|---|---|---|---|---|---|---|
| | Less than $5,000 | 5,000 to $7,499 | 7,500 to $9,999 | 10,000 to $12,499 | 12,500 to $15,000 | Over $15,000 | Part-time/ Overtime |
| AAS Only | 0.2 | 0.4 | 5.4 | 17.9 | 23.1 | 28.7 | 2.0 |
| CUNY 4-year College(s) | 0.8 | 3.3 | 8.5 | 17.2 | 19.0 | 37.3 | 0.8 |
| Non-CUNY 4-year college(s) | 0.5 | 1.6 | 2.7 | 11.5 | 24.6 | 42.6 | 1.1 |
| Professional/ Technical School or other | 0.0 | 0.0 | 7.8 | 19.6 | 17.6 | 29.4 | 2.0 |
| TOTAL SAMPLE | 0.5 | 1.8 | 6.4 | 16.7 | 21.3 | 34.6 | 1.3 |

[a]Does not include 0.4 percent of the total who did not give a complete answer concerning their continued education and 17.3 percent of the total who did not indicate their salary on their present job.

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